

Donna M. Brown

Senior High School  
*Curriculum Guide*

HEALTH *and*  
PERSONAL  
DEVELOPMENT  
(Interim Edition)

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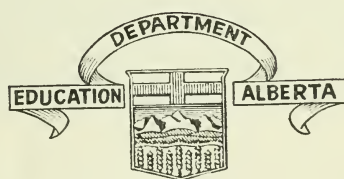
# Junior High School

## *Curriculum Guide*

*for*

# HEALTH *and* PERSONAL DEVELOPMENT

(Interim Edition)



PROVINCE OF ALBERTA

DEPARTMENT OF EDUCATION

1951





## FOREWORD

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In this second interim edition of the course in Health and Personal Development appear the complete unit outlines for Grades VII, VIII, and IX together with introductory material which, it is hoped, will assist the teacher in making the course more effective. During the summer months much of the material contained in the original experimental course has been revised and a great amount of new material has been added. Because of this extensive revision the course will need further examination and reorganization. While a more thorough examination and reorganization could have been made by the Department it was considered more important and urgent to place the course as early as possible in the hands of teachers and administrators.

The course in Health and Personal Development is still in experimental form, and no part of it is immune to revision. All teachers and administrators who become familiar with the contents of the course are requested to offer freely any criticism or suggestion which they think will increase its effectiveness.

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# INTRODUCTION

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## I THE COURSES IN HEALTH AND PERSONAL DEVELOPMENT

### Purposes of the Courses

The purposes of the courses in Health and Personal Development are two-fold; first, to provide the students with information ① that is not otherwise available in organized form in the school curriculum; and, second, through the use of group guidance ② techniques to encourage the objective analysis of personal problems common to adolescents and to foster the development of wholesome attitudes.

#### 1. Information not otherwise available

The following information, not available elsewhere in the curriculum, is included in the course in Health and Personal Development.

- (a) The major content of the former Health courses (supplemented by material on alcohol and narcotics, and social aspects of sex education).
- (b) The elementary principles of mental hygiene and adolescent psychology, and the application of these principles to the development of desirable personality traits.
- (c) Information concerning the development of the family unit—its present place in society, its distinctive features, and the responsibilities of its members.
- (d) Material relating to the choice of a career (with proper emphasis upon the importance of sound educational preparation) arranged in sequence according to grade.
- (e) Consideration of study habits, reasons for lack of progress in school, methods leading to school success, and relationship of the educational program to future plans.

#### 2. The organized group guidance program

The functions of the organized group guidance program are as follows:

- (a) Giving meaning to the above information by centering it around activities arising out of the students' common personal problems;
- (b) Encouraging the students to make a proper appraisal of themselves in order that they may realize their inherent potentialities;
- (c) Fostering the development of wholesome attitudes.

### General Objectives of the Courses

Through successful teaching in these courses students should come:—

1. To acquire a sound, wholesome knowledge of physical growth and development;

2. To develop wholesome, friendly attitudes towards members of the opposite sex;
3. To value the family as a fundamental unit of society;
4. To accept the duties and responsibilities as well as the privileges and rights of family living;
5. To preserve and develop the moral and spiritual values of family living;
6. To become increasingly aware of the interacting influence of home and community and of the individual's responsibility for helping to raise the standards of community life;
7. To seek effective ways of solving personal problems.

### **Organization of Content**

The general plan as presently conceived includes courses in Grades VII, VIII, IX and X, each consisting of five units, with a range of two to three periods per week in each grade. A sequential arrangement of material has been worked out to include the following general areas:

1. Educational needs;
2. Problems of a personal nature to include a more functional approach to the study of Health;
3. Problems of group living with special stress on those of an inter-personal nature;
4. Problems of career planning with special stress on educational requirements.

The course at each grade level is divided into five units. The amount of time that should be devoted to each unit is suggested. Although the content for the course at each grade level has been set forth in the unit outlines, teachers should adapt the content and approach to the particular group situation, keeping in mind the specific needs of the local community. To illustrate, part of Unit I in Grade VII is devoted to school orientation. In the larger school systems students are required to attend schools that are new to them. These students will need some direction and assistance at the beginning of the year in becoming familiar with the special requirements and demands of their changed school situation. In a rural community, however, the student may quite likely continue in the same room where he has spent his previous school years and the question of orientation is of little significance.

### **Relationship to Other Courses**

The statement of objectives for the Secondary School which appears in the Handbook for the Junior High School makes apparent that the extent to which these objectives are achieved depends upon the efforts exerted by all teachers. A close relationship exists between the course in Health and Personal Development and the various subject fields; the Handbook for

the Junior High School explains this relationship in general terms. It should be noted, however, that the new literature books for the junior high school include a number of selections which provide excellent material for personal development. When occasion is found to refer to these selections, the assistance of the literature teacher should be obtained to determine to what extent class procedures can be correlated.

### **Who Should Teach These Courses?**

All teachers are interested in the development of the students they teach. They should, therefore, be familiar with the objectives and aims of the course in Health and Personal Development, and should be aware of the part that they can play in encouraging sound patterns of growth. Such interest makes of every teacher a potential teacher of Health and Personal Development.

Assuming the correctness of the preceding statement the principal might give consideration to the following suggestions:

1. The principal, if possible, should teach some of the courses in Health and Personal Development provided his position is not purely an administrative one.
2. The courses should be assigned to those teachers with a high degree of understanding and sympathy for the pupil.
3. Teachers should not work exclusively in the Health and Personal Development field, but should offer other courses as well.

In further explanation of "2" above, the teacher of this course should have the following qualities and aptitudes:

1. He should possess a genuine interest in young people and an understanding of the problems they face at different age levels.
2. He should possess initiative, imagination, and resourcefulness, and be sensitive to the needs of his students. Without these there is a danger that the course will become mere verbalizing.
3. He should have an adequate understanding of the psychology of individual differences and attempt to apply this in his daily teaching.
4. He should be well adjusted to life in general and sufficiently aware of basic human needs. In this regard he should apply to the class situation rules for good mental health.
5. It is preferable that he have special training in the fields of psychology, guidance, and mental hygiene; at least he must understand how to apply their basic principles.

### **Special Warning**

Teachers are advised to exercise judgment in approaching problems concerned with the home and the family. They should



make sure that discussion concerning these is generalized in such a way that no member of the class will feel that there is any shade of criticism being directed at his particular family. Care should be taken to see that the atmosphere in which the discussions are conducted is such that all students will gain something from the discussion. Anything approaching criticism of the possible existing situation in any family must be avoided. *The school has no desire to infringe upon the family's rights and privileges, and the teacher, therefore, should be constantly on the alert to prevent this happening.* Class sessions will provide the teacher with a wonderful opportunity to influence the students in their thinking and general attitudes. However, the teacher should accept the fact that the responsibility placed in his hands requires him to exercise tact and good judgment in presenting specific problems to his students.

## II METHODOLOGY

### The Unit Method

The course at each grade level is organized on the basis of five units to comprise a year's work. Each unit is given an approximate length of time for completion but this is not intended to be prescriptive to the extent that teachers must feel that each unit is to be completed within the period of time suggested. Rather, the time suggested should be used as a measure of progress. With some classes teachers may find that a certain unit or particular section of a unit needs emphasis or is proving of specific interest and value, and the attitude of the students to the course may become unfavorable if they are required to discontinue before the topic is sufficiently well explored. Again, where it seems difficult to arouse or to sustain interest in a specific section it might be wise to move on to another section. The teacher must direct the class in such a way that the students will receive benefit from what they are attempting. The situation will quite possibly vary from class to class within any one school, and will undoubtedly vary between schools. The course content is designed as a guide for the teachers and it should be adapted to the needs of the particular group. This adaptation to the needs of the group is particularly important in Health and Personal Development in which it is desirable to obtain much freedom of expression. This can be done only by making the course as "Pupil-centered" as possible.

Each unit is arranged as a grid pattern divided into four main columns which designate: Content, Suggested Activities, Evaluation Procedures, and Reference Material. Before introducing a topic the teacher must have certain objectives in mind. In order to assist the teacher in formulating specific objectives for each topic, statements of such objectives have been drawn up and included in the grid pattern. There are three kinds of specific objectives: (1) Understanding, (2) Skills, Abilities and Habits, and (3) Attitudes. In the grid, Understandings appear under "Content", Skills, Abilities and Habits under "Suggested Activities", and Attitudes under "Suggested Evaluation Procedures."

*Content* for the junior high school has been correlated in such a way as to prevent overlapping from grade to grade and at the same time to permit cycling in Grades VII and VIII. Experience with the course will determine to what extent this correlation has been carried out. The interim nature of the program will allow further revision of the course so that overlapping of material will be eliminated when the course appears in its final form. Again, it is possible that at each level the student reaction in particular classes may suggest that the material is either too easy or too difficult.

*Activities* are merely suggested as a guide to the teacher. No one offering the course should feel that he is compelled to follow the activities specifically as outlined. To the contrary he should feel free to adapt them to his class by improvisation, addition, or further development. Where reference is made to a debate, for example, the teacher may feel that his class has not the experience or maturity to do a satisfactory job. In types of activity that are new to the children it may be necessary to explain or even to demonstrate how such activities are carried out. A brief explanation of some of these procedures will be given later in the outline.

*Evaluation* makes use of *all* the methods and techniques for gathering evidence about student growth. An important part of evaluation is the collecting and recording of information pertinent to pupil behavior. The difference between evaluating and testing is that evaluation is concerned with total pupil behavior rather than with subject matter mastery as such.

The purpose of evaluation is to determine what degree of progress is being made or has been made in achieving the specific objectives of the units. No longer should teachers think merely of testing unmotivated busy work or memory of subject matter. Evaluation in any form serves as a check on the effectiveness of instruction, provides information on individual needs, and furnishes a basis for good public relations with parents.

The courses in Health and Personal Development are designed to provide students with classroom experiences which encourage growth in appreciation of situations which they face both in their day-to-day living and in adapting themselves to later life. Therefore, it is suggested that evaluation techniques serve the two-fold purpose of (1) measuring objectively the amount of development that a student achieves during the year, and (2) testing for understanding and knowledge factual material presented in class. The attention of teachers is directed to the revised Handbook for the Junior High School and the portion of the General Science program dealing with evaluation. In attempting to determine the extent of pupil development as suggested in the first purpose, teachers might develop some kind of rating scale or chart to be completed at the beginning of the year's work and at the conclusion. If some attempt of this kind is carried out, the assessment of the individual pupil should not prove too great a burden.

What procedures should be followed in respect to grading? Since the course concerns itself to a large extent with developing attitudes it does not seem reasonable to "fail" the student. By what academic yardstick can one measure success or failure? Of course, the true measure is the way the student acts and the way he feels about the things which have been discussed. There are, however, many assignments which can be graded. Students can make surveys showing progress in problems on which they are working. They can take part in dramatization, write about their reactions to films shown to the class, review material which they are reading or research in any field that interests them. Job studies may be made in connection with occupational information. The important thing to remember in evaluating student progress is that every student in the class should have specific assignments geared to his level of ability. It is suggested that the teacher carefully organize the distribution of assignments so that everyone is given the opportunity of attempting something.

The success in teaching is measured by how well the pupils respond, not by how many facts they can learn. While there is much subject matter to be taught, its learning should not supersede in importance the development of desirable attitudes and understandings. The courses can be judged as successful if they assist students to grow in maturity, to be well adjusted in themselves, to achieve happiness in their relations with others, to make good progress in their school work, to achieve success and satisfaction in their jobs, and to become useful and happy citizens of their community and their country. Much of the evaluation in Health and Personal Development is concerned with intangibles but the course contains sufficient in the way of specifics that a system of grading can be used for report purposes. If it is accepted that the students are not considered as failing in the course the gradings should possibly be limited to "H", "A", and "B".

### Group Procedures

Every effort should be made in these courses to encourage group work, one of the major aspects of which is group discussion. Group discussion has several important functions.

1. It offers reassurance to the student by showing him that other persons are concerned with the same problems which concern him.
2. The reserved student observes that others are bothered with problems similar to his own and that they are willing to talk about them. He is thus encouraged to talk about his own problems. In this way he obtains the benefit of self-expression.
3. Since students are genuinely interested in the experiences of their own group, making these experiences the content of group discussions is an exceedingly effective way to obtain interest.



4. Since the opinions of other members of the group are taken with genuine seriousness, the student shares in thinking about another's problems and is stimulated to do some objective thinking.
5. The interaction which occurs between members of a group stimulates the individual members to clarify their own thinking. The person who takes part in discussions is more active mentally than the person who simply looks on or only listens, and as a result, he learns more.
6. The person who is about to take part listens more carefully than he would under the lecture method, which means that attention is continuous and keen.
7. Discussion by various members of the class serves to clarify and illustrate the topics in ways adapted to various types of minds and thus promotes serious thought on the part of most of the students, regardless of their degree of academic ability.
8. The bringing out of different points of view shows that there are two or more sides to every question and thus promotes broadmindedness and tolerance.
9. Since teen-age young people count acceptance and approval of their own groups as very important, the ideas that are agreed upon by the groups hold peculiar appeal and are very apt to lead to action.
10. Practice in participating in, and leading discussion makes one better able to present ideas before a group and so helps to train for leadership.
11. This entire process of group thinking—the comparing of ideas, the reshaping of one's own thinking to conform to the merit he sees in the ideas and ideals of others, working through a collection of individual opinions to a synthesis that is better than any single view—all of this is of the essence of the democratic process, and constitutes a basic experience in democracy.

#### **Hints for Planning Helpful Group Discussions**

1. Each member of the group is as important as any other. Therefore, all should take part in the planning and the discussion. This means that care should be taken not to allow a few to do all the talking. Members should also develop the art of listening attentively.
2. In the planning stage, purposes and possible goals should be listed and frequent reference made to these goals.
3. Comments should be brief and to the point. A discussion is not a series of long speeches. However, reports by individual members naturally vary in length. It should be borne in mind that the discussion is a sharing of ideas, experiences, and opinions about some common problems.

4. Assistance should be given the chairman or discussion leader in keeping the group on the topic. Aimless rambling is undesirable.
5. It is likely that the greatest value will come from actually participating in the various projects suggested by the group.  
We learn by doing.
6. Some preparatory thought should be given by members to the particular topic up for discussion so that definite contributions can be made. Members must also be prepared to assume responsibility for special assignments.
7. Members should feel free to suggest to the leader various problems which they think the group might discuss. The problem should be one relating to the general topic and of interest to many in the group.
8. It should be apparent to the officers that all members are willing to cooperate in order to make the study group sessions as helpful as possible. It is obvious that group thinking, like individual thinking, requires concentration and close attention.
9. The group should consider carefully various sources from which further information can be obtained, such as informed people, printed reference material, etc.
10. Members will find it helpful to keep a notebook in which to record decisions, suggestions, and plans made as a result of group discussions.

### III GROUP TECHNIQUES

#### The Problem Approach

The course in Health and Personal Development should be as "pupil-centered" as possible; the suggested activities to be found in each unit have been developed with this in mind. In order to encourage pupil participation every effort should be exerted to see that the activities are made real to the students. It is therefore suggested that the topics to be discussed be stated as specific problems.

As noted in the introduction to the original draft of the new Social Studies-Language Program for Grade VII it is desirable that pupils be trained to recognize a problem, search for facts, form conclusions, and test their judgments. It is appreciated that students in the junior high school grades will not develop any great facility, accuracy, or adequacy in thinking. Nevertheless, they should develop the habit of, and techniques in, critical thinking. As their capacity for thinking increases, the quality of their thinking will improve.

The significance of the problem approach is seen when one considers training for the development of reflective thinking. The problem is presented, there is a searching for facts, and conclusions are tested by various types of group discussion. Facts are undoubtedly important (without them no reliable thinking

could take place), but the interpretation of facts is equally important and must be emphasized in the educative process. Hence, the emphasis is upon problems to be solved and the gathering of facts in terms of their solution.

### Group Discussion Techniques

#### 1. The discussion lesson.

Probably the most useful of these techniques is the discussion lesson directed by the teacher. Here the teacher must develop a facility for questioning that will promote good group thinking. Skilful questioning is not often spontaneous; it generally results from careful planning. The questions should aim at opening up the topic for discussion and provide for clear thinking by the class. The discussion when properly begun will encourage further questions from the group. The teacher, however, will always hold in reserve questions to be interjected as a stimulus when discussion lags. The teacher should endeavor to prevent the students from feeling that he is occupying the center of the stage, and should attempt to create the impression that he is merely one of the group.

#### 2. The open forum.

In the open forum the class as a whole participates under the chairmanship of a student. Students will need training if they are to function satisfactorily in this capacity. Class periods devoted to a discussion of the duties and responsibilities of chairmen will prove of value. Those who are first asked to assume this position should receive special coaching but every effort should be made to include as many members of the class as possible before the year's work is finished. Recorders or secretaries should also be appointed for the open forum sessions to sum up the results of the forum at the conclusion of the period. If they are given instruction in the preparation of minutes, these minutes can be placed in a loose-leaf book for future reference by students, and by secretaries prior to assuming office for a specific class session.

#### 3. The panel discussion.

The panel discussion is usually confined to a small group of participants (generally three to six in number) who develop the topic under discussion before it is thrown open to the class. Preparation prior to class discussion of the topic by the panel will usually result in a better presentation. Panel members should be asked to present their ideas as a group at the front of the room. Each in turn brings forward his opinions or material in a brief period of time and, when all members have spoken they should be prepared to defend what they have said both from other members of the panel and from the class as a whole. The panel is also a special technique that will require instruction and practice. Pupils' attention should be drawn to the many types of forums and panels heard over the air, most of which are good examples of group thinking.



#### 4. The debate.

The debate may be used occasionally, especially if the topic to be discussed is one in which there seems to be two pronounced viewpoints evident in the class. Experience gained in debating may prove useful as a means of impressing upon the class the value of properly thought-out argument and the need for appreciation of the other person's opinion. Steps might be taken in conjunction with the teacher of English to produce well-planned argument in debate form on occasion. Material on debating technique and form may be obtained from any textbook or manual on English expression.

The advantages of socialized procedures as outlined above include:

1. training in leadership,
2. development of a spirit of cooperation,
3. encouragement of clear thinking,
4. provision for self-expression.

These advantages, unless the procedures are skilfully applied and carefully controlled by the teacher, may be outweighed by the following disadvantages:

1. superficiality—lack of mastery of factual material,
2. desultory discussion,
3. futile off-the-subject discussion,
4. domination by a few assertive pupils.

#### IV OTHER TECHNIQUES

Teachers will be well advised to check Bulletin 2 of the elementary program and the reorganized programs in General Science and Social Studies-Language for the junior high school grades to obtain suggestions as to methods of presentation. Attention was drawn earlier to the need for careful planning and preparation in order that the particular kind of approach and the desired student activities for a certain topic can be thought out. With the material arranged in the form of unit studies it should be possible for the teacher with the assistance of his pupils to plan an approach that will be both interesting and varied.

Below are listed suggestions as to techniques and devices:

1. Individual reading, assigned reading, and reporting.
2. Group, individual, and community projects such as:
  - (a) Building a library of reference material from sources at hand to include topical items of class interest such as occupational information, social problems, people in the news, sporting events, etc.
  - (b) Community health projects.
  - (c) Compilation of data for special assignments.
  - (d) Preparation of simple experiments to illustrate specific topics.
  - (e) Preparation of rating and self-analysis scales.
  - (f) Correlation of course content with other subject fields: e.g., manners and customs of people in other lands with those of our own land.
  - (g) Practice in the use of social correspondence.

- (h) Development of critical standards for the "comics" and rating those in the daily newspaper according to these standards.
  - (i) Selection by pupils of magazines suitable as gifts for their father, mother, brother, sister or friends, giving reasons for the selection.
3. Preparation of individual and class scrapbooks.
  4. Maintenance of bulletin boards and preparation of display materials.
  5. Socio-dramatization of personality factors, manners, job interviews.
  6. Survey of community needs with respect to playground facilities, safety patrols, clean-up campaigns, community projects, etc.
  7. Detailed analyses of industries.
  8. Survey of local occupational opportunities and employment trends for full or part-time employment, including summer work.
  9. Use of visiting speakers for Student Union meetings or for job discussions and Careers' Nights.
  10. Use of audio-visual material with proper employment of student committees (see manual on "The Film in Group Discussion").
  11. Examination of radio programs for series broadcasts and special broadcasts.
  12. The use of assembly programs for practice purposes.
  13. Use of special techniques to put into action the principles read about or studied; e.g.,
    - (a) Democracy in action as seen in town government by students for a day, or preparation of lists of courtesies observed in the community for one day.
    - (b) One school day in which special attention is paid to common courtesies. Development of tolerance through special attention to customs of the various nationalities represented in the class.
  14. Use of devices for social grouping such as the sociogram. The sociogram may be defined as a picture of the choice of class members for one particular job of work or social situation. To illustrate, a student might be asked to write down his own name and under it three choices of pupils whom he would like to sit near in the room. The teacher will then try to arrange seating as nearly as possible in accordance with the expressed wishes of the students. Results of students' choices will also serve to show those who are rejected by the class as a whole and thus make the teacher aware that such students will need sympathy, understanding, and tact in any attempts to meet their individual needs. Results of student opinions should not be divulged to the class; rather, they should be used only for the purpose suggested above.

15. Group and athletic activities as means of arousing interest and encouraging participation by all students. Each student should be encouraged to enter into the activities of interest to him, taking care that he does not attempt too much.

Students should be provided with the opportunity of preparing written reports and should be encouraged to evaluate their written efforts. It is felt that training in proper expression and correctness of form is an important aspect of this course. Language training is vital to all subject fields and the teacher of Health and Personal Development should be prepared to co-operate fully with the teacher of Language so that uniformity of treatment can be obtained. Children need to express themselves and, for many, this can best be done by means of written reports which encourage original thinking.

### **Student Reporting**

There has been much criticism of student report work both in enterprise and unit study teaching. Pupils need careful direction and help in preparing, presenting, and summing up reports. The ability to give a good report is not inborn in the child. Since reporting constitutes a learning situation, the teacher must assume the responsibility for developing this skill.

Many teachers have not yet made the most of this very worthwhile pupil experience. It should be recognized that the unit study technique demands more teacher responsibility and effort than traditional methods. Class discipline where students work in groups in an atmosphere of busy endeavor, is much more difficult to control than is a teacher-lecture situation with pupils seated at individual desks.

1. Assigning the Report and Helping With Its Planning:
  - (a) The pupils, with the help of the teacher, will choose suitable report topics.
  - (b) The report topic should be suited to the interest and ability level of the individual student.
  - (c) The individual assignment or report topic should be clear and limited in scope.
  - (d) The students should be directed to specific and available references. The teacher should endeavor to provide a variety of references.
  - (e) In the early stages of unit study learning, class time will be used in order to indicate to the students what a good report should include.
2. Presenting the Report:
  - (a) The teacher should help the child to make the report "his own". If the student cannot give a report in his own words, the report is of questionable value.
  - (b) Mass copying of material from books, or memorizing text material for reports is to be avoided. If a student makes brief quotations he should indicate this fact.
  - (c) Pupils should not be expected to copy great masses of teacher-written or pupil-written notes from the black-board.

- (d) Pupils may use brief notes or a summary outline to guide their talk.
- (e) The student may write on the blackboard five or six questions which he proposes to answer in the body of his report.
- (f) The length of a report depends on pupil ability, the topic in hand, material available, and general interest.
- (g) Reports should be varied and informal. The formal type of introduction may be used occasionally to acquaint the students with this method; if used to excess however, it becomes monotonous.

NOTE: The teacher should enrich the report by (1) contributing interesting new material, (2) stressing important points, (3) directing a summary.

### 3. Appraising the Report:

- (a) The teacher should evaluate personal qualities of the reporter.
- (b) The report should be carefully evaluated for *good oral expression*. This should include an interesting introduction, good sentence structure, stress on main facts or points, and a fitting conclusion.
- (c) The teacher should observe carefully the *class reaction* to the report.
- (d) Class understandings may be tested by means of oral questioning, paragraph writing, or objective tests.
- (e) These questions might be posted on the bulletin board or in conspicuous chart form for constant reference by teacher, report leaders, chairman and reporters.  
The following questions will help in the evaluation of a report.

- (1) Was the topic or assignment *clearly defined*?
- (2) What were your *sources of information*?
- (3) Did you make use of the blackboard, pictures, samples or diagrams to make the report more vivid?
- (4) Did you *organize the topic* or assignment around four or five main ideas or facts?
- (5) Did you use correct English?
- (6) Did the class find the report *interesting* throughout?

### V SUGGESTIONS FOR CYCLING AND SCHEDULING

In many schools Grades VII and VIII receive much of their instruction together and, since it may be desirable that the Health and Personal Development courses be treated in this manner,



the material for the two grades has been developed in parallel to permit cycling. For the year 1951-52 it is recommended that Grade VIII cycle be used for the two grades.

Block scheduling of the subjects on the program may present certain problems in developing the timetable. As suggested in the Handbook for the Junior High School, the teachers will be expected to integrate the subjects in a given block to the best of their ability, endeavoring to break down the traditional barriers between subjects, and to direct their attention primarily to the relevant needs and major interests of their students rather than to the accumulation by them of information in two or more isolated subject areas. Health and Personal Development as a subject fits ideally into this integration, especially if the following points are accepted:

1. Since every teacher is potentially a teacher of Health and Personal Development, consideration might well be given to an arrangement whereby each teacher is generally responsible for instruction in this course to his homeroom class. Of course the situation might exist where, for a variety of reasons, certain teachers are not asked to offer the course, but program blocking makes allowance for just such a situation. Those teachers can be given responsibility for a block in which one or more exploratory courses can be included instead of Health and Personal Development. It is suggested that if this plan is adopted the principal give consideration to the suggested teacher qualities listed earlier in the outline. It is further suggested that in any school which has a guidance counsellor, or teachers who have had experience with the course in Health and Personal Development, they be asked to carry on in-service training with the teachers at staff meetings the better to familiarize them with an approach to, and the techniques of, the course.
2. The period provided for Student Government and Associated Activities might also be placed under the direction of the homeroom teacher or in the program block with Health and Personal Development.
3. The nature of the course in Health and Personal Development is such that a class discussing a specific topic may find that one class period is too short to deal adequately with the topic. Teachers may occasionally like to have a greater amount of time at their disposal. Therefore, it might be reasonable to arrange the three periods in this course on the basis of one double and one single period per week.
4. Reference has been made above to the inclusion of Health and Personal Development in a block. As suggested in the Handbook a block consisting of Literature and Health and Personal Development, possibly supplemented by electives such as Dramatics or Art, might prove satisfactory.
5. Certain of the electives such as Art, Typing and Oral French, and other subjects such as Literature, may be arranged on the timetable in combination with Physical Education and will admit of separation by sexes without too great difficulty.



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## UNITS FOR GRADE VII

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## UNIT I, GRADE VII

## SCHOOL LIFE

**Point of View**

This unit is designed to assist the student in accommodating himself to a new school atmosphere. To the end of Grade VI his school program has been of the activity type and he is now brought into contact to an extensive degree with formal subject matter instruction, which is, in many cases, departmentalized. Instead of one teacher with whom he is constantly working he may now meet several and for relatively short periods of time. It is small wonder that some students find somewhat perplexing the transition from the relative security of the one-teacher arrangement to that of many teachers. The student is also often unfamiliar with study assignments. Even though many of our students will continue under a one-teacher arrangement, and often with more than one grade in the same room, they will be expected to do a good deal of research for assignment material and preparing and presenting of reports. In other words, the school situation has undergone somewhat drastic changes from that to which the students were accustomed.

The purpose of this unit is to familiarize the students with these changes and to prepare the students for the demands that the changed situation will place upon them. Discussion of study habits and skills may serve the purpose of getting them off to a good start so that sound methods can be developed. It will immediately occur to the teacher that good study habits are developed over a long period of time and as part of the instruction in the various subject fields. However, it is felt that there are basic habits common to all learning situations; instruction in, and discussion of, these habits should prove of material assistance. The portion of this unit relating to study skills should be reviewed when the occasion demands it.

UNIT I—GRADE VII—SCHOOL LIFE  
(Suggested Time Allotment—4 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>I. School Organization and Administration</b>			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT AS HE ADVANCES TO A MORE MATURE SCHOOL AGE, HE MUST MEET CERTAIN OBLIGATIONS IN THE NEW SITUATIONS HE ENCOUNTERS.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO INVESTIGATE AND APPLY TO HIMSELF INFORMATION REGARDING HIS SCHOOL.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF WILLINGNESS TO ACCEPT THE JUSTICE OF AND NEED FOR RULES AND REGULATIONS GOVERNING THE OPERATION OF THE SCHOOL.	<i>One Hundred Guidance Lessons</i> , Endicott, Lessons 1, 6, 7 and 10. <i>You're Growing Up</i> , pp. 155-7. FILMS: Filmstrips
1. What are the significant changes in school organization from that of the elementary grades?	1. Preparation of safety posters to emphasize the need for personal safety.	1. Is the student beginning to feel "at home" as one of the group? Does he know the teachers well enough to come to them and freely discuss his problems? Summarize by a question period possible difficulties that students may be experiencing.	DP-1151, School Spirit.
2. What services do I share in the school organization? What is the work of the safety patrol and how is it organized (if applicable to your school)?	2. Obtain from Alberta Motor Association information on school safety patrols.		T-713, Act Your Age.
3. Meeting my teachers.	3. Prepare a list of the services that the school provides with an analysis of how these might be improved without additional expense.		T-682, Obligations.
4. Rules and regulations. (a) What do I do after being absent from school? To whom do I present my excuses? What do I do about making up my work?	4. Assign to a special committee the task of preparing an outline of the reasons for, and advantages of, extra-school activities, offered during the year, e.g. festivals and track meets.	2. Prepare a "spelling match" type of quiz on school rules and regulations.	

- (b) Has the school regulations about loitering in the halls, entering the school after hours, etc.?
  - (c) What are the traffic rules on and off the school grounds?
  - (d) Does the school have rules about assemblies?
  - (e) Where are the school rules and regulations posted? Do I know them?
  - (f) What regulations are provided for the classroom?
5. What activities of a special nature are provided during the year, e.g. festivals and track meets, of which each student should be made aware, at the first of the term?
5. A question box should be available where students may "post" any questions respecting school rules and regulations. From time to time these should be drawn and answered.
  6. Provide for a discussion of the school rules and regulations. Have students prepare any amendments or additions to them.
  7. Arrange for a social gathering at which students and teachers meet informally and new students are introduced. Little individual sketches are interesting and help to "break" the formality.
  8. Draw up a behavior code for classrooms and corridors.

## II. Student Activities

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT THE SCHOOL PROVIDES THE OPPORTUNITY FOR THE DEVELOPMENT OF LOYALTIES WHICH CONTRIBUTE TO THE FOSTERING OF GOOD SCHOOL MORALE.

1. What Junior High School Can Do For Me.

- (a) Does the school provide for any form of student government?

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:  
(1) THE SKILL TO PARTICIPATE IN VARIOUS FIELDS OF CO-CURRICULAR ACTIVITIES.

(2) THE HABIT OF CONSIDERING HIS ACTIONS AT SCHOOL IN TERMS OF THEIR EFFECT UPON SCHOOL SPIRIT.

1. Have the class learn the school yells, and endeavor to originate new ones.

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF WILLINGNESS TO CO-OPERATE WITH OTHERS IN THE SCHOOL SITUATION.

1. Develop a "quiz" either orally or on paper, to indicate sense of responsibility that students feel for the school and classroom atmosphere.

*One Hundred Guidance Lessons, Endicott. Lessons 4, 6, 7, 8, 74.*

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p align="center"><b>II. Student Activities—Continued</b></p>			
(b) What are the school colors and school cheers?	2. Add to or make a record book of the past history of the school.		
(c) Do I know anything about the past history of the school?	3. Have the students find out the achievements made by the local graduates.		
(d) Have any particular school traditions grown up over the years?	4. Provide for a panel of students to discuss the relationship of students' actions to the attitude of the community towards the school.		
2. What I Can Do For The School. (a) Why should students be interested in keeping the school clean?	5. Have the students become acquainted with how the Home and School Association can help them.		
(b) Why should I be careful of school property?			
(c) How can I help improve the appearance of my classroom and school?			
(d) How can I help to keep a good name for my school by my actions in public?			
3. My Part in Co-Curricular Activities.			
(a) To what school organizations may I belong?			
(b) What are my responsibilities as a member of these organizations?			



### III. Study Habits

THE STUDENT SHOULD SHOW HE HAS ACQUIRED THE GENERALIZATION THAT SUCCESS IN SCHOOL MAY BE ACHIEVED THROUGH CAREFUL PLANNING AND HONEST ENDEAVOR.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO ORGANIZE HIS SCHOOL WORK TO MAXIMUM ADVANTAGE WITHOUT TOO MUCH WASTED EFFORT.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF RESPONSIBILITY FOR WORK HABITS THAT HE PRACTICES.	One Hundred Guidance Lessons, Lessons 24, 25, 27, 28, 29, 33 and 34.  <i>About Growing Up,</i> p. 38.
<p>1. What are habits?</p> <p>(a) What do I understand by the term "habit"?</p> <p>(b) What is the importance of habits in living?</p> <p>(c) Man is a creature of habit. Can I illustrate this by reference to myself and my friends?</p> <p>(d) Do I understand the difference between good and bad habits?</p> <p>2. Study Skills.</p> <p>(a) How do I study to get the best results?</p> <p>(b) Why should I learn to depend on myself?</p> <p>(c) Why should I try to better my record?</p> <p>(d) What pleasure do I get from doing a job well?</p> <p>(e) What is my procedure on assignments?</p> <p>(f) What good and bad habits have I in respect to study?</p>	<p>1. Have the class prepare a list of good habits and bad habits as applied to study.</p> <p>2. Plan an outline of study time.</p> <p>3. Each student should prepare an analysis of various subjects in terms of difficulties, reasons for such difficulties, and some possible ways to overcome them.</p> <p>4. Assign a committee the task of preparing a list of rules that will assist the students to study.</p> <p>5. Let the students experiment with methods to make study in the various subjects more interesting.</p> <p>6. Give the class experience in making short tests.</p>	<p>1. Prepare a rating scale for study habits. Have each student complete the scale, and interpret the results in terms of needs. Do not single out any student for censure. Encourage those with weak scores to build on the strong points their answers show.</p> <p>2. Give the rating scale again at the end of two months. Have the class note significant changes.</p>	

## UNIT II, GRADE VII

## PROTECTING OUR HEALTH

**Point of View**

The second unit for each grade in the junior high school is the portion of the course devoted to Health, though certain aspects of Health will be treated in the other units, more particularly from the mental hygiene point of view.

This revised Health program seeks to encourage a functional approach to the treatment of Health. It is in agreement with the three objectives suggested by Chapman and Counts in their book, *Principles of Education*. They contend that if the school is to make any genuine and adequate contribution to the furtherance of health it must provide for (1) the formation of health habits, (2) the imparting of health information, and (3) the development of a health conscience. Habits in themselves are not enough. They must be raised to the level of consciousness and made meaningful. If exercises and assignments are such that students are encouraged to see the relationship of what they are discussing in Health to the world about them and to bring it into their personal experiences, it should be of practical benefit to them.

The challenge of Health Education has been very well expressed in the British handbook on Health Education as follows: "Once the teachers have been moved by the inspiration of the story of man's unceasing endeavor to conquer disease . . . they will seek in turn to kindle the minds of their pupils and to give them some understanding of the great adventure and exploration in which modern communities are engaged in their life-and-death struggle against powerful and unseen foes, against ingrained personal habits, or the thralldom of social customs, convention, and vested interests that threaten even the existence of mankind."

Unfortunately, there is a marked discrepancy between our knowledge and our practice of health. Much ignorance and superstition still permeates our thinking about health matters, and the problem is to bring home to students the necessary knowledge so that they may attain the best possible health. This knowledge must be such that it can be put to use; behind it must be the desire to use the facts so that better health will result. We should encourage students to appreciate that positive health may be viewed in the large as a resultant of the good life. It is also viewed as a physiological condition, as organic tone or tension. More specifically, it implies good digestion, sound and reliable heart and blood vessels, normally developed muscles, smooth and efficient nervous co-ordination, and a well-balanced endocrine system. It is manifested in vitality, zest, abundant life—exactly what youth wants most.

The understanding of the body care that the Grade VII student develops and his willingness to apply this knowledge in the formation of sound habits and in the development of attitudes should serve as an adequate introduction to the Health program in the other junior high school grades.



UNIT II—GRADE VII—PROTECTING THE HEALTH OF OTHERS  
(Suggested Time Allotment—16 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. Community Health			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT HE IS RESPONSIBLE IN SOME MEASURE FOR HEALTH IN THE COMMUNITY.	THE STUDENT SHOULD SHOW HE HAS ACQUIRED THE ABILITY TO RECOGNIZE HIS SHARE IN THE HEALTH OF THE COMMUNITY.	THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE OF CO-OPERATION IN THE MATTER OF COMMUNITY HEALTH.	<i>You're Growing Up</i> , pp. 251-299. FILM STRIPS Good Health Series T-546 Body Care and Grooming. T-673 Care of the Skin. Q-25 Cleanliness (Clean Face and Hands, Bathing). Q-224 Soap. TK-32, Water, Friend or Enemy. (Department of Health) DP-913G Your Posture, Good or Bad. DP-914Q Pesky the Cold Bug. DP-915G Insect Pest and Diseases DP-916G You and Your Clothes.
1. What is meant by the term "communicable disease"?	1. Assign for reading by special committees different topics found on pages 251-299 of <i>You're Growing Up</i> .	1. Personal check lists based on various topics discussed in the section might be prepared and completed by each student. These should then be filed in their notebooks along with their weight and height charts.	
(a) What are the common ones? (Colds, mumps, chicken pox, influenza, whooping cough, measles.)	2. Request the students to list various ways in which the local community endeavors to protect health by regulations regarding the protection of various foods, such as milk, butter, etc.	2. Some practical conclusions should be drawn as to how the health of the community is protected. A carefully prepared report might be taken to the health officer and discussed with him as to the best means of implementing suggestions that it contains.	
(b) Is the common cold "catching"?	3. Ask a special committee to prepare a report on the kinds of communicable diseases, how they may be recognized, the precautions to be taken, and the laws that attempt to check their spread. The committee might add a note on the diseases that are difficult to control or those which are most harmful in their effects.		
(c) For which of these diseases are there quarantine laws? What are the symptoms of each disease? For what are there inoculations? What is the treatment to follow for the common contagious diseases? What health rules or laws does the community have in reference to each?			

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
1. Community Health—Continued			
(d) How is my food protected by law?	4. Discuss in class the regulations governing the preparation and sale of food in cafes.		Leaflets and pamphlets on health are available for general distribution by Division of Health Education, Department of Health, Edmonton.
(e) What steps are taken in my community to protect drinking water, guarantee a safe milk supply, and dispose of sewage?			
(f) What about the handling of food in stores and cafes?			
(g) What are some of the new discoveries medicine has made to protect my health and that of others?			
II. Reasons for Health Rules			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT THE OBSERVANCE OF SIMPLE HEALTH RULES IS IMPORTANT.	THE STUDENT SHOULD SHOW HE HAS ACQUIRED THE ABILITY TO REALIZE THAT HE SHOULD PRACTICE SOUND HEALTH RULES.	THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE OF RESPONSIBILITY FOR THE OBSERVANCE OF GOOD HEALTH RULES.	<i>You're Growing Up</i> , pp. 17-29, 173-220.
1. How important is it that shoes and clothes fit?	1. Ask different members of the class to write statements about the following: (a) Soldiers swing their arms when marching to improve their posture, (b) We should be comfortable in the clothes we wear, (c) Loose fitting	Present to the class an objective type test based on the common understanding about effects of clothing and foot-wear on the developing body and the effects of careless pos-	<i>Health For You</i> , Chapters 4, 5, 6, 7, 11 and 12.
2. What do I understand by the word "posture"?			FILMS
3. "I never seem to grow. I wonder why some of my friends are bigger than I?"			1. T-559, Posture Habits. 2. T-540, Your Eyes. 3. T-394, Your Teeth

4. What reasons might there be for differences in growth?
  5. What factors influence my growth?
  6. How can participation in games generally aid my posture and physical development?
  7. What rules should I follow regarding posture in sitting, standing, and walking?
  8. What do I understand by the term, "personal hygiene"?
  9. Does the sun in summer cause any harmful effects to people?
  10. Review simple rules to be observed in proper care of the teeth.
    - (a) What are some of the common infections attacking teeth and gums (bleeding, gingivitis, etc.)? How can I help to prevent such infections in my mouth?
    - (b) Why should I agree to having my teeth filled when they need filling? A diagram showing tooth structure should be used for illustration.
  11. What simple rules should be followed in using the eyes?
    - (a) Why should I try to avoid too much glare on my eyes at all times?
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- clothes do not need to be sloppy, (d) If I comb my hair and shine my shoes I feel happier, (e) The round-shouldered person may be storing up future trouble for himself.
2. Ask each student to list his height and weight at the present time and compare this with his weight and height three months later.
  3. Have the students prepare a series of points on the statement, "How can I assist my growth?"
  4. Ask the students to explain benefits that might be obtained from the following: hockey, baseball, football, table tennis, walking, etc.
  5. "Shining my shoes is just as important as washing my face." Do I agree with this statement?
  6. A committee should report on the diseases that may be transmitted by unclean hands.
  7. Ask a student committee to investigate changes in clothes fashions from 1900 to the present day, by illustrations from old magazines, catalogues, etc.
  8. Have a student committee lead a forum on the question, "Clothes
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- ture. Grades given are for purpose of student information only and do not need to be computed for success, or failure, or for standing in class.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>(b) "The eye is like a camera." Do I understand how the eye functions in a somewhat similar way to a camera?</p> <p>12. Why is care of the feet essential?</p> <p>(a) By examining bone structure of the foot can I determine the kind of exercise best suited to proper development of the feet?</p> <p>(b) What kinds of foot wear should I use?</p>	<p>should be comfortable rather than fashionable." The topic may be too advanced for their years. It can be reworded to suit the class situation in an attempt to bring out their attitudes towards dress. Teachers should try to discourage sweeping statements and oversimplification.</p> <p>9. Ask each student to list points that he considers are necessary for proper care of the teeth, eyes and feet. Prepare a class list from their contributions.</p> <p>10. Have students with some ability in drawing prepare sketches for display purposes to show structure of the eye, teeth, and the foot. Use these in explanation of the material related to these parts of the body.</p>		
	<p>11. Devise practical methods for stressing care of the eyes, teeth, and feet. Treatment of these topics should be fairly detailed but at the students' level.</p>		

## II. Reasons for Health Rules—Continued



### III. Living Healthfully

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO DISTINGUISH BETWEEN FUNDAMENTAL NEEDS WHICH REQUIRE SATISFACTION AND APPETITES WHICH LEAD TO OVERINDULGENCE.	THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE:	Health For You, Chapters 11 and 12.  <i>Teachers Guide-book for a Program in Nutrition Education</i> , General Mills incorporated, Minneapolis, Minnesota.  <i>Being Teen-Agers</i> , Chapter 6.  <i>You're Growing Up</i> , pp.192-213.
<p>(1) THAT HEALTHFUL LIVING CAN BE PROMOTED BY FOLLOWING RULES WHICH ARE BASED UPON THE BEST AVAILABLE EVIDENCE;</p> <p>(2) THAT GOOD MENTAL AND PHYSICAL HEALTH DEPENDS IN PART UPON THE DEVELOPMENT OF SOUND HABITS.</p> <p>1. How can one judge the effects of a good diet?</p> <p>(a) By weight and growth.</p> <p>(b) By energy for work and play.</p> <p>(c) By growth of muscle and other cells.</p> <p>(d) By keeping well and having a high resistance to disease.</p> <p>2. How can I improve my appearance? What factors will help make me healthier and more attractive?</p> <p>3. What health rules should I follow about eating and sleeping? What are the seven basic foods?</p> <p>4. What would I put on a diet sheet if I wanted to get the right kinds of foods?</p>	<p>1. Use a diagram of the teeth to show tooth decay, and explain to the class how this comes about. A committee could explain common eating practices that are injurious to the teeth.</p> <p>2. Appoint another committee to explain how boys and girls can improve their appearance by the observance of sound health rules relating to cleanliness, etc. The committee might deal with:</p> <p>(a) Care of the skin.</p> <p>(b) Care of the nails.</p> <p>(c) Care of the hair.</p> <p>(d) Good grooming (for boys and girls.)</p> <p>(e) Selection and care of clothing.</p> <p>(f) Pleasant expression.</p> <p>(g) Posture.</p>	<p>(1) OF GROWING RESPONSIBILITY FOR HIS OWN HEALTH AND THE HEALTH OF OTHERS;</p> <p>(2) OF SELF-RESPECT WHICH CAN BE SEEN IN TERMS OF HIS DRESS, POSTURE, AND DEPORTMENT.</p> <p>1. Summarize the work of this section by the preparation of charts to illustrate the function of the various facts mentioned in assisting one to live healthfully. Due attention should be paid to health rules for eating, sleeping, walking, exercise, and to the relationship of food and drink.</p> <p>2. Assign each lists similar to those found in the curriculum guide so that students can conduct something in the way of a self-examination of their health habits.</p> <p>3. Throughout this section have the students watch</p>	<p>FILMS</p> <p>T-151, Fundamentals of Diet.</p> <p>T-546, Body Care and Grooming.</p> <p>T-673, Care of the Skin.</p> <p>T-145, Foods and Nutrition.</p> <p>T-54, Vitamin Wise.</p> <p>T-669, Attitudes and Health.</p>

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
III. Living Healthfully—Continued			
5. If I play too hard or too long this may affect my health. How can I determine the amount of exercise I should have?	The discussion should show ways in which good health habits will help to improve appearance, keep up energy, and promote a happy outlook on life. The importance of these factors in making friends, in doing one's best in sports, and in enjoying other social activities should be discussed.	newspapers and magazines for news items concerned with food. Ask the class to assemble a display of clippings, either in scrap-book form or on the bulletin board.	
6. What illnesses should I particularly guard against at my age?			
7. Should I drink tea or coffee? If not, why not?	4. Students might be interested in developing charts or preparing outlines on how food habits have changed over the years. Consideration might be given to the foods of the early North American Indians and the natives of Africa and Australia, what people ate in Bible times, etc. They might like to compare the food customs of people of other countries with ours and attempt to account for these differences. The relationship of climate to food should be noted. How food habits relate to what nature provides might be considered.	4. To sum up the findings on food appoint a committee to investigate significant changes in food habits that have taken place in recent years. The students can assist the committee by discussing with their parents changes that the latter have noticed from their childhood days.	
8. What value might I get from candy? In what ways can candy be harmful? Can I name any substitutes for candy that will help my diet? (Raisins, dates, etc.)			
9. Of what value is water to the development of my body? How much water should I drink every day? What may happen if my body does not receive enough water? How is water lost from the body? Should one drink water with meals?	5. Prepare an objective type test relating to choice and combination of foods. Have the students determine from this where their eating habits may be at fault. Any comment by the teacher should be phrased in		
10. Of what importance are good habits in eating? (a) Why is it important to eat at regular times?			

such a way that no criticism of the home and its food is made.

- (b) Should we eat between meals?
  - (c) Why should one eat slowly and chew food well?
  - (d) Should I eat before going to bed?
5. Have the class prepare a diet sheet for a period of one week. It should indicate a wide range of foods in order that the children will recognize the value of the food they eat at home.
  6. Ask for individual reports on the subject, "What foods should I eat for rapid or steady growth?"
  7. Appoint a committee to investigate various ways in which milk and milk products can be included in food diets.
  8. Committees can prepare reports on the contribution of the following men and women to an understanding of bodily health: William Harvey, Albert Jenner, Florence Nightingale, Leeuwenhoek, Lister, Fleming, Banting.
  9. Assign to a committee the task of investigating the part being played today by antibiotics. (See pages 298-299 of *You're Growing Up*.)
  10. A student panel can present to the class its findings on the subject, "Without Water, Life is Impossible." Experiments with

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<h3>III. Living Healthfully—Continued</h3>			
	plants can be arranged as evidence of the effects of lack of water.		
	11. Have the class show the importance of exercise and why care needs to be taken to provide for proper regulation of exercise in respect to time of eating, food consumption, rest and sleep. Some attention should be given to the relationship of exercise to posture and to a sense of well being.		
<h3>IV. Safety</h3>			
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION: (1) THAT HOME ACCIDENTS ARE COSTLY AND THAT THEY ARE LARGELY PREVENTABLE;</p> <p>(2) THAT WE SHOULD APPRECIATE OUR RESPONSIBILITY IN ACCIDENT PREVENTION;</p> <p>(3) THAT WE SHOULD DEVELOP ABILITY IN TREATING INJURIES UNTIL QUALIFIED MEDICAL CARE ARRIVES.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO APPRECIATE THE NEED FOR FIRST AID TREATMENT IN CASE OF ACCIDENTS.</p> <ol style="list-style-type: none"> <li>Determine the causes of accidents in and about the home and discuss prevention.</li> <li>Have the class prepare a scrapbook of pictures and articles covering types of home accidents.</li> <li>Gather statistics from insurance companies, Canada Yearbook, etc.,</li> </ol>	<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE OF SOCIAL CONCERN IN TERMS OF RESPONSIBILITY TOWARDS HIMSELF, HIS FAMILY, AND HIS FELLOWS.</p> <ol style="list-style-type: none"> <li>Evaluate proficiency in the practical application of first aid principles and techniques.</li> <li>Objective test on attitudes toward community organizations engaged in work for the national welfare.</li> </ol>	<p><i>First Aid to the Injured</i>, St. John's Ambulance Handbook.</p> <p>Fire Prevention Education, Teacher's Manual, 1950.</p> <p>Red Cross Publications.</p> <p>Material on Civil Defense will be distributed at a later date.</p> <p>FILMS</p> <p>T-393, On Two Wheels (Bicycle Safety).</p>
<ol style="list-style-type: none"> <li>Accidents in the home.               <ol style="list-style-type: none"> <li>How are fires in the home caused?</li> </ol> </li> </ol>			



- (b) What accidents occur in kitchens?
- (c) What precautions should be taken in bathrooms with regard to electricity, soap, etc.?
- (d) Can toys be accident hazards?
- (e) How can scatter rugs be treated to prevent them from slipping?
- (f) What precautions should be taken in the condition and surfacing of stairways?
- (g) How do you dispose of tins, broken glass, etc., at your home?
- (h) What precautions should be taken when repairing things at home?
- (i) What are some good rules to follow in using tools?
- (j) How can walks be kept safe?
- (k) What about the use of gasoline for cleaning clothes, motors, tools, etc.?
- (l) How should we protect small children from medicines and other objects such as Saniflush, matches, etc.?
2. What are the treatments for minor home injuries?
- (a) How do you treat a burn?
- to emphasize the number, types, costs, etc., of home accidents.
4. Ask the class to draw cartoons showing causes of home accidents.
5. Have committees demonstrate first aid treatment.
6. Prepare charts to illustrate catastrophes that would be classified as national emergencies. Discuss ways in which help may be given.
7. Write to the Red Cross for information on the services it renders.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>(b) What are the methods of treating cuts and bruises?</p> <p>(c) How would you stop a nose bleed?</p> <p>(d) What do you do for a sprain?</p> <p>(e) How might fainting be treated?</p> <p>(f) What is the procedure to follow if a playmate gets an acid or an alkali in his mouth?</p> <p>(g) When should you call a doctor?</p> <p>3. We should understand that the health-conscious home is also concerned about the health of others. National emergencies call for understanding and self-sacrifice.</p> <p>(a) What are some examples of national emergencies?</p> <p>(b) What can the home do for others in the case of floods, fires, etc.?</p> <p>(c) What should be our attitude toward the Disaster Relief Administration of the Red Cross?</p>	<p>IV. Safety—Continued</p>		

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- (d) Is the Red Cross Blood Transfusion Service a topic for home consideration?
- (e) What is the purpose of the "Organization for Civil Defense"? Why should we avoid both panic and disinterest?
- (f) What should we do to make our Civil Defense Organization a good and useful one?
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## UNIT III, GRADE VII

## CODE OF LIVING

**Point of View**

Units III and IV of the Grade VII course are concerned mainly with the application of the second major purpose—to encourage the objective analysis of personal problems common to all adolescents through the use of group guidance techniques, and to foster the development of wholesome attitudes. Much of the discussion in class and the research work in committees should result in the students' becoming aware of the good qualities that one should possess. Through these activities the pupil should also come to realize that one's reactions are never highly predictable, and depend to a great extent upon one's feelings at one particular moment. A danger exists that the person directing the discussion, often the teacher, may tend to verbalize unduly about proper behavior. The Grade VII student may find it difficult to think through cause-and-effect relationships, and care should be taken to see that group techniques are developed around the experiences of the students.

Teachers should recognize that the student in early adolescence feels that he must be accepted by his peer group and conform to its wishes. Therefore adult guidance must be kindly, unobtrusive, and must not threaten the young person's feeling of freedom. The young adolescent needs both independence and dependence and at the same time needs many opportunities to make decisions for himself. The teacher must also realize that the physical development of the adolescent is accompanied by emotional changes which, at times, flare into open revolt against established custom. A sympathetic appreciation by adults will result in his being allowed to "blow off steam" safely. Physical energy in the adolescent is expressed in many ways. Further, the interests of girls at this age are very dissimilar to those of boys at the same age. The resulting conflict of interests will require careful handling by teachers and parents alike. Both sexes, however, tend to go to extremes in their characteristic reactions. On the one hand, they have strong interest in philosophical, ethical and religious problems, and on the other they return to habits of the younger child. Both parents and teachers should remember that acceptance by his own social group is very important to the adolescent. Fear of ridicule and of being unpopular, over-sensitiveness, self-pity, assertion of independence from the family—these are real problems for the young adolescent.

Teachers should encourage activities which take into account these features of development found in early adolescence. When the teacher does encourage such activities it will usually be found that the students will gain comfort by realizing that many of their own "big" problems are common to all young people. This should result in a more satisfied person, one who feels his worth as an individual and as one of the group.

(Suggested Time Allotment—10 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. Philosophy and Goals			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO WORK WITH OTHERS AND THEREBY TO ADD TO HIS OWN UNDERSTANDING AND HAPPINESS.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF SOCIAL CONCERN IN TERMS OF HIS RELATIONSHIPS WITH HIS FAMILY, HIS FELLOWS, AND HIMSELF.	<i>One Hundred Guidance Lessons</i> , p. 181.
(1) WORTHWHILE VALUES ARE DERIVED FROM ASSOCIATION WITH OTHERS — FAMILY, FRIENDS, AND CLASSMATES;	1. Have the students attempt to differentiate between goals by defining the term and then applying it to present situations and possible future plans.	Have the class prepare by discussion a list of principles which will assist members in being happy within themselves. Are any features of the Ten Commandments included in the list? The students might like to rate themselves according to this list.	
(2) PRACTISING THE "GOLDEN RULE" IS ONE OF THE BEST WAYS OF ACHIEVING HAPPINESS;	2. The class should be able to distinguish, by discussion, between goals that are easily attained, more difficult to attain, and impossible to attain. Students should be encouraged to appreciate that they sometimes err in setting their sights too high as well as too low.		
(3) RELIGIOUS AND ETHICAL BELIEFS AFFECT ONE'S DAILY LIFE.	3. Ask the class to determine, if possible, the life goals of each of the following: Lincoln; Churchill; Beethoven; Nightingale; Joan of Arc; Livingstone; Pasteur, Roosevelt.		
(a) Kinds of goals.			
(b) Are goals important?			
(c) The right and wrong kind of goals.			
(d) Conscience—do I listen to it?			
(e) Why do people go to church?			
(f) Services of the church.			



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. Philosophy and Goals—Continued			
	<p>4. Assign to the class or to committees the task of investigating the following:</p> <p>(a) Why people worship.</p> <p>(b) Ways in which people express their religion other than in worship.</p> <p>(c) The minister, the priest, or the rabbi does good in many ways.</p> <p>(d) How religious teachings relate to behavior.</p> <p>5. Have the pupils prepare a list of characteristics that appeal to them in their parents, teachers, friends.</p>		
II. Needs			
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT A CODE OF LIVING CAN BE ACCEPTABLE BOTH TO SOCIETY AND TO HIMSELF.</p> <p>(a) How do I spend my spare time?</p> <p>(b) Need of a balance between work and play.</p> <p>(c) What do I read?</p> <p>(d) What games do I enjoy?</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE HABIT OF CONSIDERING HIS ACTIONS IN TERMS OF OTHERS AS WELL AS HIMSELF.</p> <p>1. Have the students list the activities in which they engage. A committee may arrange the activities in order of recurrence.</p> <p>2. Bring to the class a picture of a well-groomed person. The stud-</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE: (1) OF SOCIAL CONCERN IN TERMS OF RESPECT FOR HIMSELF, HIS FAMILY, AND HIS FELLOWS; (2) OF COOPERATION MARKED BY ABILITY TO LIVE AND WORK WITH OTHERS.</p> <p>1. Prepare a rating scale on the features of good groom-</p>	<p><i>You're Growing Up</i>, pp. 119-137.</p> <p><i>One Hundred Guidance Lessons</i>, Ch. 6, Lessons 70, 74.</p> <p>FILMS T-738, Control Your Emotions.</p> <p>T-739 Developing Friendships.</p>

- (e) Neatness.  
 (f) Do I need friends?  
 (g) Why do I like friends?  
 (h) What makes for friendship?

ents may discuss and criticize it. Obtain, if possible, copies of Bristol-Myers "Good Grooming" charts.

3. Have the class dramatize a situation in which a student loses control over his emotions to the extent that he almost loses his friends.

4. Each student may prepare a list of things he likes to do and those which he does not like to do. Lists may be presented orally to note the number of times that certain likes and dislikes recur in the group. The discussion arising from this should suggest ways in which difficult tasks can be made somewhat more acceptable.

5. Ask the students to notice during the next twenty-four hours any acts of kindness that come to their attention. These should be discussed in the next class period.

ing. Have the students rate themselves.

2. Assign to the class an objective test on desirable modes of behavior in relation to property and damage to it.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
III. Code of Living			
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) A CODE OF LIVING CAN BE ACCEPTABLE BOTH TO SOCIETY AND TO HIMSELF;</p> <p>(2) PRACTISING THE "GOLDEN RULE" IS ONE OF THE BEST MEANS OF ACHIEVING HAPPINESS.</p> <p>1. What is courtesy?</p> <p>(a) How can I make friends?</p> <p>(b) Getting along in the new school.</p> <p>(c) Politeness pays.</p> <p>(d) Good impressions.</p> <p>(e) Good rules for social relationships.</p> <p>(f) Value of the golden rule.</p> <p>(g) Personal satisfaction.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE HABIT OF CONSIDERING HIS ACTIONS IN TERMS OF OTHERS AS WELL AS HIMSELF;</p> <p>(2) THE ABILITY TO DISTINGUISH BETWEEN ACCEPTABLE AND NON-ACCEPTABLE BEHAVIOR;</p> <p>(3) THE ABILITY TO RECOGNIZE THAT EMOTIONS PLAY A PART IN GOVERNING HIS ACTIONS.</p> <p>1. Arrange for dramatizations of introductions of schoolmates to older persons and to parents and friends.</p> <p>2. Have the class prepare lists of rules to follow in social situations.</p> <p>3. Ask members of the class to make a record of acts of courtesy or discourtesy that they notice during the day</p> <p>4. Ask the students to write an essay giving their impressions of the statement "politeness pays."</p> <p>5. Arrange a debate upon the topic, "Resolved that courtesy is more valuable than knowledge of history or mathematics."</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE:</p> <p>(1) OF GROWING RESPONSIBILITY FOR HIS ACTIONS;</p> <p>(2) OF SOCIAL CONCERN IN TERMS OF RESPECT FOR HIS FAMILY, HIS FELLOWS AND HIMSELF;</p> <p>(3) OF COOPERATION MARKED BY THE ABILITY TO LIVE AND WORK WITH OTHERS.</p> <p>1. Prepare an objective test of the "true-false" variety on situations involving courtesy, varied to include most of the experiences that a Grade VII student encounters.</p> <p>2. Prepare with the class a list of situations dealing with desirable acts of courtesy to serve as an individual rating scale.</p>	<p><i>One Hundred Guidance Lessons</i>, Ch. 8.</p> <p><i>You're Growing Up</i>, Unit 2.</p> <p><i>Being Teen-Agers</i>, Ch. 4, 5, 8.</p> <p><i>One Hundred Guidance Lessons</i>, Ch. 7.</p> <p>FILMS</p> <p>T-618, Are You Popular?</p>

*You're Growing Up*,  
pp. 54-64.  
*Being Teen-Agers*,  
Ch. 24.

6. Ask the pupils to keep an individual record of courteous acts performed prior to the next class period. In the discussion of results try to obtain student reaction to these acts of courtesy.

1. Have the students prepare a code of acceptable street behavior. They should discuss how practical such a code would be.

2. Appoint committees to show how each of the following sports is of some benefit to participants in relation to their own development and in their behavior towards each other:

- (a) hockey;
- (b) baseball;
- (c) basketball;
- (d) football;
- (e) badminton;
- (f) table tennis.

Assign only the games that are provided for in the school and in which the class is interested.

3. Have the class list kinds of behavior that they feel are not acceptable.

4. Have the students take an active part in creating a favorable atmosphere.

1. Prepare a rating scale containing various aspects of behavior, suitable to the age group of the class, and ask each student to assess himself in terms of the scale. Use a five-point scale for rating purposes.

2. Test the students by objective means as to their reaction to:

- (a) sports and group games;
- (b) bullying and teasing;
- (c) property damage;
- (d) animals and birds.

Discussion of these should follow.

## 2. Behavior.

- (a) Adults differ from children.
- (b) Regulations are sometimes hard to obey.
- (c) Discipline, its value.
- (d) Will my present behavior affect my future behavior?
- (e) What should I not do?
- (f) How do I feel about bullying?
- (g) Interests and behavior.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
III. Code of Living—Continued			
	<p>phere in the classroom by arranging furniture, choosing appropriate decorations, etc.</p> <p>5. Ask committees of two students each to consider one of the following topics and present their findings in either a written or an oral report:</p> <p>(a) "The bully is a poor sport."  (b) "Why is discipline necessary?"  (c) "What is meant by self-discipline?"</p> <p>Illustrate.</p>		
IV. Friendship and Attachments			
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) THE DEVELOPMENT OF FRIENDSHIP REQUIRES CONTRIBUTIONS FROM BOTH PARTIES;  (2) FRIENDSHIP USUALLY BRINGS OUT THE BEST IN PEOPLE;  (3) TRUE FRIENDSHIP REQUIRES A GREAT DEAL OF "GIVE AND TAKE."</p> <p>1. Why I like to have friends.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE ABILITY TO MAKE FRIENDS BY EXHIBITING SYMPATHY AND UNDERSTANDING, AND REFRAINING FROM UNDUE CRITICISM;  (2) THE ABILITY TO EXAMINE CAUSES OF MISUNDERSTANDING BEFORE CONDEMNING HIS FRIENDS.</p> <p>1. In class discussion have the class bring out the student's concept of friendship.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE FOLLOWING ATTITUDES:</p> <p>(1) SOCIAL CONCERN FOR HIS RELATIONS WITH OTHERS;  (2) WILLINGNESS TO CONSIDER HIS POSSIBLE CONTRIBUTION TO THE GROUP.</p> <p>Develop an objective test of the "true-false" variety on</p>	<p><i>You're Growing Up. Being Teen-Agers. One Hundred Guidance Lessons,</i> 46, 49, 50, 51, 54.</p>



2. What is required of me in friendship?	situations affecting friendship. Have the students correct their own papers. Discuss the significance of each question.
3. Why do I want as many friends as possible?	
3. Develop an understanding on the part of the students of the causes leading to misunderstandings.	
4. "Being friendly with everyone is much better than having enemies." Ask each student to state his opinion in writing, of the above statement. Class discussion to follow should arrive at a class opinion.	
5. Bring out by class discussion the student's reactions to the relationship of friendship to personal standards.	

V. Manners and Customs

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE FOLLOWING ATTITUDES:	<i>You're Growing Up</i> , pp. 161-171.
(1) A CODE OF LIVING CAN BE ACCEPTABLE BOTH TO SOCIETY AND TO HIMSELF;	(1) GROWING RESPONSIBILITY FOR HIS ACTIONS;	<i>One Hundred Guidance Lessons</i> , No. 57.
(2) HIS RELATIONSHIPS WITH HIS FAMILY CHANGE AS HE MATURES;	(2) SOCIAL CONCERN IN TERMS OF RESPECT FOR HIS FAMILY, HIS FELLOWS AND HIMSELF;	<i>Being Teen Agers</i> , Ch. 8.
(3) SOCIAL GRACE IS OF VALUE TO EVERYONE.		<i>Manners Made Easy</i> , Unit 6.
1. What are good manners that people look for and accept?	FILMS (3) COOPERATION MARKED BY CONCERN FOR THE	T-713, Act Your Age.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>2. Customs of nations and communities.</p> <p>3. What kinds of behavior does a community consider as undesirable?</p>	<p><b>V. Manners and Customs—Continued</b></p> <p>(a) Why adults and parents in particular want children to have good manners;</p> <p>(b) If I show good manners, I feel better satisfied;</p> <p>(c) "Showing off" and good manners are enemies.</p> <p>2. Appoint a student committee to write a short play and present it to the class on a situation arising out of the use of good or bad manners.</p> <p>3. Develop with the class a list of customs that can be considered as typical of Canadians.</p> <p>4. From Social Studies sources, and from general experience and hearsay, have the class outline customs that are common in foreign lands.</p> <p>5. Have the students individually list some methods of behavior that are considered undesirable. Combine their suggestions into a class list.</p>	<p>RIGHTS AND FEELINGS OF OTHERS AND WILLINGNESS TO SHARE CHEERFULLY.</p> <p>Develop a rating scale listing good manners in various situations that the students might face. Have the students score themselves and, if deemed advisable, and with the students' agreement, prepare a class norm. Students may want to know where they rate. The results should be considered as confidential.</p>	

## VI. Family Relationships

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT HIS RELATIONSHIPS WITH HIS FAMILY CHANGE AS HE MATURES.

A member of the family.

1. The family is a cooperative group.
2. Responsibility of a family member.
3. My own responsibilities.
4. Services rendered by parents.
5. How does the family look after its children's welfare?

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:

- (1) THE HABIT OF CONSIDERING HIS ACTIONS IN TERMS OF OTHERS AS WELL AS HIMSELF;
- (2) THE ABILITY TO RECOGNIZE THE PART THAT EMOTIONS PLAY IN GOVERNING HIS ACTIONS.

1. The following questions are suggested for class discussion:

"Who should decide what program is to be heard when there is only one radio in the family?"

"How important is it to respect the rights and property of others in the family?"

"Do you think it is 'sissy' for a boy to wash dishes, wheel the baby carriage, or perform other duties about the home?" "If so, why?"

"What should you do when you are told to come home at an early hour, or to do something which you think another member of the family should do?"

2. Ask a student committee to prepare a report for class presentation on the statement, "How a home differs from a house."

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE FOLLOWING ATTITUDES:

- (1) GROWING RESPONSIBILITY FOR HIS ACTIONS;
- (2) SOCIAL CONCERN IN TERMS OF RESPECT FOR HIS FAMILY, HIS FELLOWS AND HIMSELF;
- (3) COOPERATION MARKED RIGHTS AND FEELINGS OF OTHERS AND A WILLINGNESS TO SHARE CHEERFULLY.

1. Prepare a list of statements about family life, some of which are untrue. Ask the students to check those that are considered as being correct. In discussion, bring out why the others cannot be accepted. You should avoid introducing statements that may be misinterpreted or that may cause students to feel unhappy.

2. List the duties that children owe to the home. Ask each student to prepare a similar list and compare the two lists.

*Health Through Science*, p. 229.

*One Hundred Guidance Lessons*, Nos. 50, 56.

*Being Teen Aged*, Ch. 25.

## UNIT IV, GRADE VII

## GROUP LIFE

**Point of View**

Unit IV is designed to provide the student with the opportunity of examining his relationships with his fellow students and the groups to which he belongs. Of all the social problems young people face, learning to get along with others is one of the most important. The boy in Grade VII is increasingly aware of differences between him and the other boys in the class. He cannot accept as natural the fact that rate of maturation is markedly different among the children in his age group, that awkwardness is not at all unusual, or that the "laziness" ascribed to him by adults is something not unexpected nor unusual. Gang loyalties are more important to him than they are to girls. A certain amount of teasing and antagonism between groups of boys and girls is evident.

The teacher who is aware of the special needs of the group can, by proper direction of group activity, do much to relieve the strain and worry that some members feel. A word of counsel here, a special assignment there, will serve to make the rough passage of the moment somewhat easier for the particular child. Discussion well planned and properly directed around the interests of the group should result in a course of action being adopted that will increase the degree of "we-centeredness" within the group. By an examination of the children and their interests the teacher can arrange for the kind of group activity that will stimulate social growth. The school is really a "social laboratory" in which clubs, sports, and other activities are the "experiments" in working and playing cooperatively with others. The Grade Seven student has had good training for these experiments by virtue of the enterprise procedure to which he has been accustomed during the previous six years of schooling. He will not be averse to talking about certain of his experiences; but by wise direction he can be guided to share ideas which will have positive results in terms of his attitude towards his particular society.

Suggestions are offered in the introduction to these courses as to means by which group procedures can be carried out. The teacher should adapt these to the particular needs of his class, keeping in mind that the end result should be group harmony and cooperation.



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. My Groups			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE FOLLOWING ATTITUDES:	<i>You're Growing Up</i> , (a) Student Reading, pp. 151-164. (b) Suggestions to teachers, pp. 100-103. <i>One Hundred Guidance Lessons</i> , Lessons 46-54. Additional Title. <i>Planning Your Life For School and Society</i> , Eastburn, Kelley and Falk. Ch. I "Why and How People Band Together in Groups."
(1) THE INDIVIDUAL IS, TO A DEGREE, DEPENDENT UPON GROUP LIFE;	(1) THE ABILITY TO DISTINGUISH AND CHOOSE BETWEEN WORTHY AND UNWORTHY GROUPS;	(1) RESPONSIBILITY FOR HIS ACTIONS AS THEY RELATE TO THE WELFARE OF HIMSELF, HIS GROUP, AND SOCIETY IN GENERAL;	
(2) HE IS RESPONSIBLE TO THE GROUP IN GROUP DECISIONS;	(2) THE ABILITY TO DISTINGUISH BETWEEN HIS RESPONSIBILITY TO HIS GROUPS AND TO HIMSELF;	(2) SOCIAL CONCERN MARKED BY EARNEST EFFORT TO IMPLEMENT WHAT EVER DESIRABLE ENDS THE GROUP MAY SEEK;	
(3) A GROUP IS AFFECTED BY HIS INFLUENCE;	(3) THE ABILITY TO DISTINGUISH BETWEEN GOOD LEADERSHIP AND GOOD FOLLOWERSHIP AND THEIR OPPOSITES;	(3) COOPERATION MARKED BY CONSIDERATION FOR THE RIGHTS AND FEELINGS OF OTHERS;	
(4) WISE USE OF LEISURE TIME IS BENEFICIAL TO HIMSELF AND TO THE GROUP;	(4) THE HABIT OF ASSISTING OTHERS IN THEIR DIFFICULTIES.	(4) PERSEVERANCE IN THE FACE OF OBSTACLES.	
(5) MORAL AND ETHICAL VALUES ARE IMPORTANT TO THE GROUP.	1. Prepare the class for a discussion on group activities by outlining methods for selecting committees. Obtain student opinion on methods of selection and their reaction to appointment rather than election of committees.	1. Prepare a "true-false" type of test on the personal qualities that make for acceptance or rejection of an individual by his fellow students.	
1. How to make group work effective (analysis of group processes and techniques).	2. Ask them to list the duties of officers to committees. The officers		
(a) What do I like about working with others in school? When do I prefer working alone?			
(b) Would I rather be a chairman of the committee or merely one of the members? Why do I make this choice?			



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
	<b>1. My Groups—Continued</b>		
(c) In our school programs is it better to have all students taking part or only those who can do a particular thing well?	to be discussed should include chairman and secretary.	2. Summarize with the class a list of desirable activities and use these as a basis to prepare a code of behavior for the group.	FILM STRIPS “Manners Made Easy,” Five film strips on manners.
(d) How can we organize our room for class activities?	3. Assign for essay preparation discussion of the question, “How can class members be encouraged to take part in committee work?”	3. Have the class produce composite pictures of what they consider as “The Ideal Boy,” and “The Ideal Girl.”	FILMS T-537, “You and Your Friends,” T-479 “Shy Guy,” T-626, “Courtesy Comes To Town,” T-630, “Developing Leadership.”
(e) What committees should we have? (See <i>Homeroom Guidance</i> , McKown, pages 92ff.)	4. Obtain from the class a complete list of activities. This list should include not only activities presently being used but those that class members feel they would like to see instituted.	4. Prepare a “know-yourself” set of questions to be answered by each pupil.	
(f) What activities do you think we should have in our room periods?	5. Have the class list advantages that might be anticipated from a program of activities. How would the program assist a student who has recently entered the class, especially if he is new to the school?		
(g) How will such a program help us to know each other better?	6. Develop class discussion on the question as to why some class members participate freely and others rarely take part. If student opinion is freely expressed some of the diffident ones may be encouraged to realize that theirs is		
2. How to get along in the group.			
(a) Should I always speak up when any question is being discussed in the group? Why, or why not?			
(b) What are some of the things I can do that will make people feel well towards me?			
(c) Do I become angry when I do not have my own way?			
(d) The wishes of my group are more important than mine. Do I believe this?			

- (e) If my classmates want a party should I oppose it?
- (f) How can I be a good group member?
3. What good is the gang?
- (a) Boys or girls who want to do the same things group together out of school. This is sometimes called a gang. What are some of the good things a gang can do? What are some of the things it should not do?
- (b) Is our ball team a gang? Why or why not?
- (c) Sometimes, gangs of boys go through high school and university together or continue their friendships through life. Can I suggest why these boys stay together?
- (d) What are some of the interests that hold groups of girls together? What school activities do Grade VII girls like to do best?
- not a unique problem and as a result, they may gain confidence.
7. Assign to a committee the task of listing personal qualities that make for one's acceptance by class members and to another committee a list of characteristics that cause people to be rejected by the group.
8. Have a committee prepare for dramatization an original incident showing the effect of a lack of self-control on an individual's success in some particular project.
9. Ask the class members to prepare an analysis of the person who is an ideal member of the gang.
10. Appoint committees of boys to discuss the kind of boy who is the ideal member of:
- (a) a basketball team,  
 (b) a hockey team,  
 (c) a camping group.
11. Ask them to list some of the worthwhile things that a "gang" of boys can do to help others as well as themselves.
12. Appoint a mixed committee of boys and girls to act as a panel for discussion of the question, "Things our 'gang' should not do."

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. My Groups—Continued			
	<p>13. Groups of boys and girls often continue their friendships and associations through high school and further training and through life. Do these people always think alike? Are their interests generally somewhat the same?</p> <p>14. Ask the boys and girls to list those things which people of their ages like best to do together. In this question the boys should confine themselves to the activities of boys and the girls to those of girls.</p>		
II. Social Institutions			
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) THE INDIVIDUAL IS, TO A DEGREE, DEPENDENT UPON GROUP LIFE;</p> <p>(2) HE IS RESPONSIBLE TO THE GROUP IN GROUP DECISIONS;</p> <p>(3) A GROUP IS AFFECTED BY HIS INFLUENCE;</p> <p>(4) MORAL AND ETHICAL VALUES ARE IMPORTANT.</p> <p>1. How can I add to or detract from happiness in my home?</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE ABILITY TO DISTINGUISH BETWEEN HIS RESPONSIBILITY TO HIS GROUP AND TO HIMSELF;</p> <p>(2) THE HABIT OF ASSISTING OTHERS IN THEIR DIFFICULTIES.</p> <p>1. Ask the students to write individual essays on the subject "Home".</p> <p>2. Obtain their reaction to the statement, "Home is where I hang my hat."</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE FOLLOWING ATTITUDES:</p> <p>(1) RESPONSIBILITY FOR HIS ACTIONS AS THEY RELATE TO THE WELFARE OF HIMSELF, HIS GROUP, AND SOCIETY IN GENERAL;</p> <p>(2) SOCIAL CONCERN MARKED BY EARNEST EFFORT TO IMPLEMENT WHAT EVER DESIRABLE ENDS THE GROUP MAY SEEK;</p>	<p><i>You're Growing Up</i>, Student Reading, pp. 51-66, 138-146.</p> <p>Suggestions to Teachers, pp. 54-62, 90-96.</p> <p><i>About Growing Up</i>, p. 100, 189, 196.</p> <p>Additional Titles.</p> <p><i>Planning Your Life for School and Society</i>, Unit 3.</p>

<p>(a) What is the difference between a home and a house?</p> <p>(b) What responsibilities go along with the privileges?</p> <p>(c) Can I appreciate the effects of arguments upon happiness in the home?</p>	<p>3. Assign to the class the listing of duties and responsibilities of each member of the family. Refer to the members as being older or younger. Do not use names.</p>	<p>(3) COOPERATION MARKED BY CONCERN FOR THE RIGHTS AND FEELINGS OF OTHERS;</p> <p>(4) PERSEVERENCE IN THE FACE OF OBSTACLES.</p>	<p><i>This Way Please</i>, Boykin, p. 62.</p> <p>FILMS</p>
<p>2. Organizations to which I might belong (Scouts, Trail Rangers, C.G.I.T., Girl Guides, etc.)</p> <p>(a) Why would I like to belong, or do belong to some such organization?</p> <p>(b) Do they help me to understand what is meant by a code of behavior?</p> <p>(c) How can they encourage me to appreciate hobbies and wise use of my spare time?</p> <p>(d) What is the value in belonging to a church?</p>	<p>4. Ask a committee to arrange for a class forum to discuss the reasons why argument sometimes develops between members of the family. Ask them to determine to what extent they feel the cause of argument can be attributed to lack of a sense of responsibility or lack of self-control.</p>	<p>1. Have the students develop their picture of what constitutes "The Ideal Home."</p>	<p>T-627, <i>You and Your Family</i>.</p> <p>T-620, <i>Your Family</i>.</p>
	<p>5. "I feel that my mother should ask my opinion in selecting my clothes." Ask the class to consider the foregoing statement and to determine whether or not this is practicable.</p>		
	<p>6. Appoint a committee to consider the advantages and disadvantages of membership in youth organizations such as Scouts, Girl Guides, etc. The disadvantages should be considered in the light of individual reaction and feeling.</p>		
	<p>7. Discuss the value of a Visiting Committee selected by the class. What duties might it perform?</p>		
	<p>8. Have the pupils write an essay on "What hobbies can our school or-</p>		



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>II. Social Institutions—Continued</b>			
	<p>ganization provide for?" Students might list hobbies that will provide some understanding of occupations that might be followed later in life.</p> <p>9. Ask pupils to list the values to be gained from joining the church as an active member.</p>		
<b>III. Democratic Living</b>			
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) THE INDIVIDUAL IS, TO A DEGREE, DEPENDENT UPON GROUP LIFE;</p> <p>(2) HE IS RESPONSIBLE TO THE GROUP IN GROUP DECISIONS;</p> <p>(3) THE GROUP IS AFFECTED BY HIS INFLUENCE;</p> <p>(4) WISE USE OF HIS LEISURE TIME IS BENEFICIAL TO HIMSELF AND THE GROUP.</p> <p>1. Am I a desirable member of the community?</p> <p>(a) Why have rules (laws) been made for my community?</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE ABILITY TO DISTINGUISH BETWEEN HIS RESPONSIBILITY TO THE GROUP AND TO HIMSELF.</p> <p>(2) THE ABILITY TO DISTINGUISH AND CHOOSE BETWEEN WORTHY AND UNWORTHY GROUPS.</p> <p>1. Appoint committees to find out what bylaws the local government has with respect to the welfare of the community.</p> <p>2. Ask a committee of pupils to prepare and present a report on the question, "What is a community?"</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF RESPONSIBILITY FOR HIS ACTIONS AS THEY RELATE TO THE WELFARE OF HIMSELF, HIS GROUP AND THE COMMUNITY.</p> <p>1. Arrange for a discussion on the subject, "My place in the community," as a means of summarizing their understanding of the work that has been attempted in the various activities in this section.</p>	<p><i>About Growing Up.</i> Additional Title: <i>Planning Your Life for School and Society,</i> Ch. 2, 3.</p>



- (b) What are some of the unwritten rules or codes of conduct in my community?
- (c) How does my behavior out of school show whether I am a desirable member of the community or not?
- (d) Can I list some of the things that I should or should not do in my community?
- (e) How does my behavior in the community relate to the self-respect that I should have?
- (f) Should one put into the "pool," as much as he expects to take out?
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3. Ask a committee to report on what good and bad attitudes one can have towards community projects.
4. "Do's" and "Don'ts" that they should follow with respect to life in the community. In class discussion determine the simple health rules that one should follow for the good of the community. This should include a discussion of the need for obeying the regulations respecting communicable diseases.
5. "Respecting the laws of the land assists in developing self-respect." Discuss or make reports on the above statement. A preview by the teacher might be necessary.
6. Have a committee list the privileges a person enjoys and the responsibilities he must assume in a democratic community and discuss the relationship between the two.
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2. To determine the general knowledge and attributes acquired by the pupils make up a test of ten multiple choice questions on good and bad attitudes, "Do's" and "Don'ts", good and bad health habits, and responsibilities and privileges of members of a democratic community.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) HE IS TO A DEGREE RESPONSIBLE TO THE GROUP;</p> <p>(2) THAT THE GROUP IS AFFECTED BY HIS INFLUENCE AND HIS THINKING.</p> <p>1. Independent and yet one of the group.</p> <p>(a) How is group thinking influenced by my words and actions?</p> <p>(b) How does group thinking modify my behavior?</p> <p>(c) When might group opinions be at fault?</p> <p>(d) When may an independent point of view be considered desirable? Would I feel right about being independent if it is against the wishes of my friends?</p> <p>(e) Can I think of any circumstance where independence may be desirable in my relationships to my family?</p>	<p>IV. Group Thinking</p> <p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE ABILITY TO DISTINGUISH BETWEEN HIS RESPONSIBILITY TO THE GROUP AND TO HIMSELF.</p> <p>(2) THE ABILITY TO DISTINGUISH BETWEEN GOOD LEADERSHIP AND FOLLOWERSHIP AND THEIR OPPOSITES.</p> <p>1. In class discussion determine to what extent group thinking is influenced by speakers or writers.</p> <p>2. Ask each student to think out some circumstance where an independent point of view might be desirable, and if desirable, whether he would feel right about showing such independence.</p> <p>3. Ask the class to look up the term, "self-reliance", and then try to see its relationship to independence. Discuss these terms in respect to a person's relations with his family. Point out that independence, properly speaking, does not necessarily mean having one's own way.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF COOPERATION MARKED BY A CONSIDERATION FOR THE RIGHTS AND FEELINGS OF OTHERS.</p> <p>Summarize the activities of this section by discussing with the class the development of a sense of responsibility. Care should be taken to see that this is at the level of the student's age group.</p>	<p><i>One Hundred Guidance Lessons</i>, Lessons, 69, 74.</p> <p>Additional Title:</p> <p><i>Planning Your Life for School and Society</i>, Chapter 10, "The Game of Family Relationships".</p>

## V. Leisure Time Activities

- (f) With independence would come self-reliance. What illustration of self-reliance can I give?
- (g) What about the spirit of "Give and Take"?

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT WISE USE OF HIS LEISURE TIME IS BENEFICIAL TO HIMSELF AND THE GROUP.

1. What are my interests?
  - (a) What do I like to do best with my spare time?
  - (b) Can we in class list a number of worthwhile free, or leisure time activities?
  - (c) What clubs should our school have so that we can learn through enjoyment of our spare time?
2. Planning our leisure time.
  - (a) Have I more leisure time than my grandparents or my parents had?
  - (b) Is it as important to plan for my leisure time as for my work?

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO REALIZE THE VALUES TO BE GAINED FROM WISE USE OF LEISURE TIME.

1. Ask the class to make a list of all their activities outside school. Have them determine those which add to their general understanding and those which assist them merely in "putting in time."
2. Have the class produce from their answers in the first exercise a list of worthwhile leisure time activities.
3. Give the students a list of clubs that are possible in the school and ask them to consider those which might be attempted. When the selection has been made appoint committees to investigate each of these activities;

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF COOPERATION MARKED BY A CONSIDERATION FOR THE RIGHTS AND FEELINGS OF OTHERS.

1. Prepare a list of statements on leisure time activities which may be worthwhile or otherwise, and have the class answer them as "true" or "false" in terms of their worthwhileness. Compare with a standard rating scale if possible.
2. Ask each pupil to write a paragraph on the topic "My Favorite Hobby." The teacher might help the students to draw up a rough plan of the paragraph before they start to write.

*One Hundred Guidance Lessons, Lessons 61, 67.*  
*About Growing Up, Ch. 29.*

Additional Title:

*Planning Your Life for School and Society, Ch. 15.*

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
V. Leisure Time Activities—Continued			
(c) Why is it important for a boy or girl to have a hobby of one kind or another?	(a) by drawing up a procedure that might be followed, (b) by considering ways and means for implementation, (c) by considering all possible difficulties, (d) and by listing the advantages and disadvantages of such a group.		
VI. Leaders and Followers			
THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT: (1) THE INDIVIDUAL MAY SERVE BOTH AS A LEADER AND A FOLLOWER; (2) THE GROUP IS AFFECTED BY HIS INFLUENCE. 1. Choosing our leaders. (a) What qualities should our class leaders, our committee, chairman have? (b) Does the person who gets along well with people always make a good leader?	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO DISTINGUISH BETWEEN GOOD LEADERSHIP AND FOLLOWERSHIP AND THEIR OPPOSITES. 1. Ask the students to list the qualities that a good committee chairman should have. 2. From their own understandings ask them to consider qualities possessed by such men as Roosevelt and Churchill. 3. Have three students prepare and present to the class their ideas on	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF SOCIAL CONCERN MARKED BY ERNEST EFFORT TO IM- PLEMENT WHATEVER DESIR- ABLE ENDS THE GROUP MAY SEEK. 1. Prepare a "true-false" list of statements on the qual- ities of good followership and present this to the class as a test of their un- derstanding. 2. Present a list of situations involving various sports	About Growing Up, Additional Title: Planning Your Life for School and Society, Chapter 13, "Leaders and Followers in Community Life."



- (c) Can I determine some qualities that Churchill and Roosevelt possessed that made them good leaders (other persons possessing great leadership may be chosen) ?
- (d) Why does our class need good leaders ?
2. Followers need brains too.
- (a) Our organizations and groups have work to do. With whom would I like to work in our projects ? (Students can select confidentially the names of students with whom they would like to work ; from these lists teachers can prepare sociometric groupings.)
- (b) Have I selected people for leaders because I like them or because they seem to be well informed ?
- (c) Some of the people in our class with high marks do not want to be class officers. Is it good for the class to have them as followers rather than leaders ?
- (d) "A fine watch is made by the worker and not by the owner of a factory." What does this statement indicate ?
- qualities of leadership that the class and the various school clubs should look for.
4. Ask the class to consider the men of science about whom they have read and the qualities they possessed. How would leaders such as Edison compare with men like Churchill and Roosevelt ?
5. "We cannot all be leaders." Ask the class to consider the qualities they would expect to find in the man who makes a fine watch, or the successful salesgirl in a big store.
6. The students might attempt to answer the following question : "Should we expect students who earn high marks, to take over leadership in clubs and other class activities ?"
7. The students should be asked to consider, insofar as they are able to do so, the statement, "The good leader produces good followers."
8. Appoint a committee of boys to consider the relationship of winning games to school morale or school spirit. Arrange for two teams of students to debate the question, "Winning is the important thing."
- and ask the students to consider the correct procedure to follow. Have them score each other's paper and summarize with them the general results.
3. Summarize the work of this section by class discussion of the topic, "The group makes the leader."



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
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## VI. Leaders and Followers—Continued

3. Building a group spirit.
  - (a) What does group spirit mean to me in terms of the good of the class?
  - (b) How can good leaders and good followers best work together?
  - (c) Would selfishness on my part improve the feeling in our class? What other qualities are not for the good of the class?
  - (d) We want our class to win its games from other classes in the school. What about games between our school and others? Does group spirit apply to our school as a whole? (This will provide an opportunity to correlate the application of group spirit with morale.)

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## UNIT V, GRADE VII

### LEARNING TO WORK

#### Point of View

Unit V of the Grade VII course is an attempt to interest students in the relationship between their school activities and the world of work by discussing objectively the earning and proper use of money and the qualities which are most desirable in the employer-employee relationship. Since children at this age-level are not vitally interested in a job it is felt that something in the way of general background will prove more valuable. Therefore, one section of the unit has been devoted to the "success" stories of well-known men and women. The stress should be placed upon the ability these people showed in overcoming obstacles and upon the contribution that each one has made to the life of his time and to society in general.

The approach should possibly be that of an overview, though students may want to discuss specific aspects of the money question as a result of their experiences in earning money by means of baby sitting, running errands, delivering newspapers and magazines, etc. Some emphasis may well be placed upon the purposes that money serves. It is rather difficult at this age to devote much attention to money-saving since few students will be in receipt of anything more than a small allowance, if that. However, the general questions of saving and spending of allowances discussed at the students' level should prove of interest and value. Reference to older people at work with whom the students may come in contact should provide for fruitful discussion of good "working" qualities and business manners. Why do they like to buy their cones at a certain store? Who is it among the clerks that has time to smile? Who calls them by name?

Though the sections in this unit may not be closely related to each other, teachers should adapt them to the age-level of the particular class and develop the kind of coherent approach that seems to suit the class situation. As suggested above, it is an overview and may well be used to show the relationship between work habits in school and those displayed by people "on the job". Unit V of the Grade VIII course deals with this relationship in greater detail and, since the material of the units in the two grades is designed to parallel and the courses to be cycled, the teacher should take care to avoid repetition.

UNIT V—GRADE VII—LEARNING TO WORK  
(Suggested Time Allotment—4 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT HE CAN LEARN MUCH FROM EXAMINING THE CAREERS OF SUCCESSFUL MEN AND WOMEN.</p> <p>If the school library has biographies of such men and women as Churchill, Roosevelt, Rockefeller, Nightingale, Lister, Harvey, Saunders, Marian Anderson and other men and women who have made a success in various walks of life, students should be encouraged to read some of these for free reading. It should have the effect of causing them to consider the particular contributions made by the great names of today and yesterday to the welfare of society.</p>	<p><b>I. Planning</b></p> <p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO LEARN FROM THE EXPERIENCES OF OTHERS.</p> <p>1. If sources are available ask each student to outline briefly the career of one well-known man or woman and the contribution that this person has made to his country or society in general. The answers should be brief and rather factual. The teacher might introduce this assignment by outlining the contributions that one man such as Churchill or Roosevelt made to the world of his time.</p> <p>2. Try to obtain student reaction as to why these people achieve a worthwhile reputation. Determine, if possible, whether or not members of the class consider the contributions are of value to them.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF RESPECT FOR THE CONTRIBUTIONS THAT OTHERS HAVE MADE TO THE WORLD IN WHICH HE LIVES.</p> <p>1. Summarize with the class the qualities leading to success in the case of the people whose biographies have been read. Note their ability to overcome obstacles.</p>	<p><i>Leaders in Other Lands</i>, Eaton Chase, and Nevins. D. C. Heath (somewhat elementary). <i>Heroes of Civilization</i>, Cattel and Jaffee. <i>One Hundred Guidance Lessons</i>, Endicott, Lessons 41-46; 419. Encyclopaedias and Reference Books. <i>Marian Anderson</i>, Kosti Vehanen, McGraw Hill Company. <i>Dancing Star</i>, Gladys Malvern. <i>Paul Robeson</i>, Shirley Graham. <i>First Woman Doctor</i>, Rachael Baker. (All obtainable by special order at the School Book Branch.)</p>

*He Conquered Death*  
(The Story of Doctor Banting), Shaw.

FILMS

T-246, Story of Dr. Jenner.

Q-252, Luther Burbank.

T-245, They Live Again, (Insulin—Banting).

## II. Training Required

3. Make a bulletin board display of the names of men and women who have contributed to the general welfare, or a scrapbook might be started to be continued by future classes.
4. Have students suggest names of other successful men and women that they "met" in their other courses.

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT HE HAS A CERTAIN RESPONSIBILITY TOWARDS MONEY RECEIVED IN THE FORM OF ALLOWANCES OR FROM EARNINGS.

1. Handling money.
  - (a) If I receive an allowance how do I spend it?
  - (b) How would a bank account, or a savings account at home, help me to acquire the saving habit?
  - (c) Have I ever bought any particular item of clothing for myself out of money that I earned?
  - (d) Is it better for me to stay within my allowance, to ask

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO CONSIDER HIS RESPONSIBILITY IN THE WISE USE OF MONEY.

1. Have the class dramatize situations in which the students spend their weekly allowance reasonably or foolishly.
2. By class discussion obtain student reaction to money. Do not attempt to direct their thinking; rather, encourage them to express their ideas freely.
3. Appoint a committee of three to present to the class sound reasons why mother buys most of the articles of clothing.

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF PROPER RESPECT FOR MONEY AND ITS USES.

1. Prepare a "multiple choice" type test in which the students are asked in each question to express their choice of several situations respecting the use of money.
2. Present in brief form two hypothetical cases of Grade VII students who face the necessity of making decisions such as the purchase of gifts, self-indulgence, contributions to charity,

*Money and You*, Lesser, Life Adjustment Booklet.

*You're Growing Up*, pp. 147-150, Teachers' Reference, page 97.

*One Hundred Guidance Lessons*, Lesson 63, Hobbies.



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>Dad for more money, or to try to earn money for spending? Three choices face me, what should I do?</p> <p>(e) If I save money what are some of the things I might do with it?</p> <p>(f) "The gift without the giver is bare." What do I understand by giving sensibly at Christmas time?</p> <p>2. Earning money.</p> <p>(a) How can Grade VII students earn money in my community?</p> <p>(b) What hobbies of mine might earn me a little money?</p> <p>(c) "Waste not, want not." How can I apply this saying to the money I earn?</p> <p>(d) What is my attitude to money if I spend all I get?</p> <p>(e) Does the having of money place responsibility on the possessor?</p>	<p>4. Let the students make a budget of their own weekly expenditures. If they think their allowances are not sufficient, let them make a budget of what they think they require.</p> <p>5. Encourage a general discussion by class members on the question of gifts. Try to have them mold their opinions from their own observations.</p> <p>6. Ask them to suggest reasons why the spirit present at Christmas time tends to be overlooked at other times.</p> <p>7. See <i>You're Growing Up</i> for further activities.</p> <p>8. Ask the members of the class to list individual ways that they have found for earning money.</p> <p>9. Ask the class to suggest means by which some part of the money each one receives can be saved. Encourage discussions of the effects of motivation.</p>	<p>etc. State the decision that each student made, providing a definite contrast in the decisions. Have the class state its opinion as to the wisdom of the choice made.</p> <p>3. Summarize Suggested Activities 8, 9 and 10 by comparing with the class an analysis of the desirable and undesirable ways of:</p> <p>(a) earning money;</p> <p>(b) spending money.</p> <p>4. Prepare with the aid of the class a fairly complete list of hobbies for Grade VII students and have them suggest those that are of value in obtaining information about a possible career and those that can be used to provide pin money. (Making of artificial flowers, experimenting with grains, and new strains of flowers.)</p>	



10. Ask three students to outline what they would do if they were to receive \$10.00 with no strings attached to it. Have the class rate the value of each of the three reports presented.

11. Assign for class discussion the possible hobbies that Grade VII students might engage in which would bring something in the way of money returns.

### III. Progress On the Job

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT:

(1) COURTESY TOWARDS OTHERS IS REPAID IN PERSONAL SATISFACTION AND THROUGH SUCCESSFUL RELATIONSHIPS;

(2) THE TOTAL SCHOOL PROGRAM AND HIS PROGRESS IN THE JOB IN SCHOOL IS A PREPARATION FOR THE INDIVIDUAL'S CAREER.

1. Am I the kind of person who is building toward success?

(a) What does the word "success" mean to me?

(b) How can good habits in school relate to good habits in part-time jobs?

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:

(1) THE ABILITY TO MEET PEOPLE IN A FRIENDLY COURTEOUS MANNER;

(2) THE ABILITY TO FULFIL HIS AMBITIONS AS AN INDIVIDUAL AND TO UTILIZE HIS NATURAL GIFTS.

1. Ask the students to write down their ideas about success.

2. Discuss habits of students in the classroom such as saying "ya". Have the students talk about their habits.

3. Assign to a special committee the task of preparing a report for presentation to the class on the subject, "How habits develop".

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE:

(1) OF COOPERATION IN HIS RELATIONSHIPS WITH OTHERS;

(2) AN AWARENESS OF THE VALUE OF COURTESY IN HIS EVERYDAY ASSOCIATIONS.

1. Prepare a list of situations in which success of a kind is achieved. Ask the students to mark the situations in which they agree success is warranted. The statements should be discussed and the students required to check their work.

*You're Growing Up,*  
(a) Suggestions to Teachers pages 71-72, 80-82.

(b) Student reading pages 85-109, 110-118.

(c) Suggestions to Teachers, pages 108-115.

(d) Student reading pages 166-170.

*One Hundred Guidance Lessons,* Lessons 13-18, 55, 56, 57.

*Where Are Your Manners?*

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>(c) Will good school habits help me from failing?</p> <p>(d) How is each of the following important to me: doing well in school; getting along with my family and friends; doing well at my part-time job?</p> <p>2. What do I understand by the term courtesy in the part-time job?</p> <p>(a) What type of person would I like to work for?</p> <p>(b) It costs nothing but a little effort to be polite. Do I exert this effort?</p> <p>(c) "Politeness over the telephone pays." Do I agree with this statement?</p>	<p>4. Ask the students to list in parallel columns good habits and bad habits that Grade VII students possess. The teacher should not attempt to direct their thinking but should encourage free expression.</p> <p>5. Ask the students to list good school habits.</p> <p>6. Have the students list the various factors and conditions that do lead to success of a constructive kind.</p> <p>7. Ask each student to list the kinds of vocations for which he feels that politeness and courtesy are essential.</p> <p>8. Have the members of the class dramatize correct and incorrect ways of answering the telephone. Ask them to account, if possible, for poor telephone manners.</p> <p>9. Have the class list situations requiring politeness on the street, in the home, and at school.</p>	<p>2. Using the subject "Politeness creates a good impression on the job," have the class develop its ideas on the need for politeness. They should be encouraged to note the usual forms of impoliteness common to students at their age level. This should be used as a review exercise to summarize the work of the section.</p>	<p>Life Adjustment Booklet.</p> <p>FILM</p> <p>T-626, Courtesy Comes to Town.</p>

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10. Ask the students to bring up illustrations of lack of courtesy that they have observed on the street.
  11. Assign a committee of girls to report to the class the problem of how baby sitters should act in relation to their employer, and how to act in their employer's home.
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## UNITS FOR GRADE VIII

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## UNIT I, GRADE VIII

### SUCCESS IN SCHOOL

#### Point of View

The courses in Grades VII and VIII are arranged to permit cycling in schools where the two grades receive much of their work together. It will be noted that a certain similarity of topics exists for the first unit in each grade but treatment will vary according to the type of school and the maturity of the students.

In some junior high schools the students in Grade VII are given the responsibility for much of the detail work relating to student organizations. Because of this fact, Unit I, Success in School, provides the opportunity for dealing specifically with the organization and development of student government. The Grade VII student is introduced to this aspect of his school experience by a discussion of his part in extracurricular activities. Further, it will be noted that the Grade VIII student is asked to devote some attention to study methods. This topic bears repetition from grade to grade since the student's approach varies with the stage of maturity in which he finds himself. It is suggested that the teacher, in presenting this topic to Grade VIII students, change the emphasis so that more attention is paid to particular techniques. In the last section, Planning for the Future, the student should be encouraged to see the relationship of educational effort to success in both the junior and senior high schools. Unit V of the Grade VIII course stresses the importance of education in the choice of a career. This is done to avoid an undesirable over-emphasis on the purely vocational aspect. Therefore, in Unit I the class should consider planning for the future in terms of school success and its possible relationship to future educational goals.

The teacher should exercise discretion in selection of topics to avoid repetition from grade to grade. He will recognize the needs of his students and endeavor, through class discussion, to minister to these needs. Certain topics in the Grade VIII course may seem to appear, in slightly altered form, in other grades. The teacher, however, need not let the treatment of such topics be mere repetition. In consultation with his students he will determine the proper degree of emphasis required.

UNIT I—GRADE VIII—SUCCESS IN SCHOOL  
(Suggested Time Allotment—4 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT THE REGULATIONS OF THE SCHOOL ARE FOR THE BENEFIT OF ALL STUDENTS.</p> <p>School Organization.</p> <p>(a) Study the changes in the school this year:</p> <p>(1) Staff.</p> <p>(2) Building and equipment.</p> <p>(3) New students.</p> <p>(b) Review school regulations and services.</p> <p>NOTE: This section may be omitted if it does not apply to a particular school situation.</p>	<p>I. Our School</p> <p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO COOPERATE FOR THE BENEFIT OF ALL WITHIN THE FRAMEWORK OF THE SCHOOL REGULATIONS.</p> <p>1. (a) Arrange with the principal for a students' assembly early in the fall term at which he will outline the regulations and explain how they are to be observed.</p> <p>(b) Services provided by the school could be explained and those who give service, such as the nurse and the counsellor, might be introduced to the student body.</p> <p>2. Prepare in chart form, with illustrations, a list of the school regulations.</p> <p>3. Have the students make a list of the faults in the behavior of students during assemblies and suggest remedies for each.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF INCREASING RESPONSIBILITY FOR HIS ACTIONS IN THE SCHOOL SITUATION.</p> <p>1. Draw up an objective test designed to check the students' knowledge of school regulations and how they might be enforced and improved.</p> <p>2. Ask the students to be on the alert during a period of from two to five days for examples of good citizenship performed by classmates. These incidents could be reported without mentioning any names.</p>	<p><i>One Hundred Guidance Lessons</i>, Endicott. Lessons 6, 7.</p>

## II. Student Government

THE STUDENT SHOULD SHOW HE HAS ACQUIRED THE GENERALIZATION THAT STUDENT GOVERNMENT IS EFFECTIVE IF STUDENTS ARE WILLING TO ACCEPT THE DECISIONS OF THE MAJORITY, AND TO CO-OPERATE IN THE EXECUTION OF STUDENT PROGRAMS.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO PARTICIPATE EFFECTIVELY IN A GENERAL OR COMMITTEE MEETING.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF WILLINGNESS TO COOPERATE IN THE SUCCESSFUL CARRYING OUT OF STUDENT GOVERNMENT.	<i>High School Handbook</i> , Bennett (Life Adjustment Booklet).  <i>One Hundred Guidance Lessons</i> , Endicott, Lessons 8, 9.
<ol style="list-style-type: none"> <li>1. Discuss the place of student government in your school.</li> <li>2. Review the organization of the Students' Union.</li> <li>3. How can student government be modified to suit the needs of the classroom?</li> <li>4. What officers are needed for student government and what are their responsibilities?</li> <li>5. Determine what is meant by the term "agenda."</li> </ol>	<ol style="list-style-type: none"> <li>1. Organize and carry out a class election complete with nomination papers, a returning officer, campaign speeches, ballot papers and boxes, scrutineers, declaration of election, and swearing in of officials.</li> <li>2. Make use of the room organization in selecting the officers responsible for planning and execution of various projects during the year.</li> <li>3. Discuss with the class the problem of participation by all students in student government according to democratic principles. Show how democracy develops leadership.</li> <li>4. Select "service" groups which will have charge of such activities as:               <ol style="list-style-type: none"> <li>(a) helping to select films and to organize their projection.</li> <li>(b) selecting special speakers and conducting the programs when these visitors are present.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare slips of paper, each containing some points of procedure in carrying on a meeting, such as "obtaining the floor" and "call to order". Pass them out among members of the class. Each person will be asked to demonstrate the correct procedure indicated on his slip of paper.</li> <li>2. After several sessions have been presided over by the class officers, appoint a member of the class to review the minutes taken by the secretary and summarize them in terms of the degree of participation by all students of the class. Following his report the class should evaluate the effectiveness of:</li> </ol>	

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>II. Student Government—Continued</b>			
	(c) choosing places of business and industry, etc., for field trips, and assuming responsibility for arrangements.	(a) individual participation; (b) class government.  The members can indicate possible improvements which might be made.	
<b>III. Study</b>			
THE STUDENT SHOULD ACQUIRE THE GENERALIZATION THAT SUCCESS IN SCHOOL, AT WORK, AND IN THE COMMUNITY MAY BE ACHIEVED THROUGH CAREFUL PLANNING AND HONEST ENDEAVOR.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED: (1) THE ABILITY TO ASSESS HIS STUDY HABITS IN TERMS OF APPROPRIATION, ORGANIZATION AND STUDY CONDITIONS. (2) THE HABIT OF REVIEWING HIS EFFORTS SYSTEMATICALLY.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF AWARENESS FOR HIS RESPONSIBILITIES RESPECTING PROPER STUDY HABITS.	<i>Study Your Way Through School</i> , Gerken (Life Adjustment Booklet).  <i>One Hundred Guidance Lessons</i> , Endicott, Chapter 3.
1. Examine the relationship between health and success in school through: (a) Regular attendance. (b) Adequate rest. (c) Effects on others of an individual's health.	1. Have a committee carry out a poll of the class where each student would be asked to state his courses in order of dislike, giving reasons for disliking them. A summary of the poll should be made after which discussion should be directed to seeking means of overcoming dislikes.	1. After drawing up an approved list of study methods, design a rating scale using this list and have the students rate themselves in the use of these methods on a five-point scale.	
2. Success through study. (a) Discuss reasons for the likes and dislikes of various school courses.		2. Place the outline for a topic under study on the blackboard and have the students evaluate the out-	



<p>(b) What is the effect on written work of language used in conversation?</p>	<p>2. Using a newspaper, discuss how to read quickly and pick out the news value in an article.</p>	<p>line in terms of what the ideal outline should contain.</p>
<p>3. Tricks of the trade.</p>	<p>3. Discuss in open forum the different methods of study suggested by various pupils. List these on the blackboard for later comparison with the approved study methods.</p>	<p>3. Have each student make an actual record in reasonable detail of how his time for three days is spent. On completion of the record have each student criticize his own time schedule and evaluate it in terms of the amount of time wasted.</p>
<p>(a) Determine what are good study methods and the best conditions for study.</p>	<p>4. Draw a chart on the blackboard to show the ideal arrangement of a student's study time.</p>	
<p>(b) How can a good outline be made? What are the parts of a good outline? What are the advantages of a good outline?</p>	<p>5. Have the pupils exchange with each other their outlines of an assignment given by the teacher. Have them note criticisms and an evaluation of their own outline in relation to the outline they examined. The student should acquire skill in organizing his work without wasting too much time or effort. (Discuss this activity with the language teacher before assigning it.)</p>	
<p>(c) How can the best use be made of study time? (See "One Hundred Guidance Lessons," Lesson 30, page 68.)</p>	<p>6. Have the students list all the disturbances which occur during a study period. How can these be eliminated? Discuss. A sociometric grouping of the students might be made from the replies to the second question.</p>	
<p>(d) How can school subjects be explored and evaluated? What value do the different subjects have for the student?</p>	<p>7. Have the class write in paragraph form a description of how each</p>	
<p>(e) Difficulties in different subjects may cause poor results. What sources of assistance are available to the student to help him overcome his difficulties? What checks can the student use to determine his scholastic success?</p>	<p>4. Have the students keep a record of their study periods for a week. On a tally sheet have them record each occasion when they interrupt their study either in talking to someone, day-dreaming, sharpening a pencil or looking for a lost notebook, etc. Discuss the results.</p>	
<p><i>One Hundred Guidance Lessons, Lesson 42.</i></p>		
<p><i>Info Your Teens, Unit Seven.</i></p>		

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<h3>III. Study—Continued</h3>			
<p>student plans to avoid failure in his poorest subject. Read a few of these paragraphs to the class for criticism and suggestion.</p>	<p>ready experienced by the pupil, designed not as a test but as an evaluation device whereby the student may, by his answers, recognize that he is more interested in one field of study than another. This may then be related to possible vocational goals and hence used as a practical guide in the selection of options.</p>		
<h3>IV. The Course of Study</h3>			
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE GENERALIZATION:</p> <p>(1) THAT THE FUTURE DOES NOT LOOK AFTER ITSELF;</p> <p>(2) THAT CAREFUL PLANNING IS NECESSARY.</p> <p>1. Outline the courses that must be taken in Grade IX.</p> <p>2. What exploratory courses are offered-in your school?</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE HABIT OF PLANNING FOR THE FUTURE.</p> <p>1. Review the School Regulations outlining Grade IX courses.</p> <p>2. Have the members of the class interview the teachers of the different courses to find out what the courses are about.</p> <p>3. Ask the teachers of the elective subjects to address the class ex-</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF AWARENESS OF HIS OWN INDIVIDUALITY AND EVALUATE HIS PLANS FOR THE FUTURE WITH HIS OWN PARTICULAR NEEDS UPPERMOST IN MIND.</p> <p>Have the students draw up a plan of the courses they</p>	<p><i>Being Teen-Agers</i>, Chapters 17-19.</p>

3. What is the relationship of the courses in Grade IX to those offered in senior high school?

NOTE: Section IV may either be discussed or repeated late in the spring term.

planning the content, purpose and value of their courses.

4. Have a panel discuss the question, "Why do we come to school?" or "What is the value of schooling?"

5. Have the pupils secure their parents' assistance in making a list of the benefits gained from going to school, particularly in relation to high school. Have the lists brought to class for open discussion and evaluation.

may propose taking in Grade IX. Ask them to give their reasons for their choice of electives.

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UNIT II, GRADE VIII  
HEALTH AND THE COMMUNITY

**Point of View**

The units in Health for Grades VII and VIII are arranged **more or less in parallel**. This will require that the teacher follow the material suggested for the specific year. Though some of the topics suggested for study imply a physiological approach it should be borne in mind, by reference to the Point of View for Grade VII Health, that activities stressing the functional approach are desirable. In all Health teaching, objectives should provide for the forming of health habits, the imparting of health information, and the development of a health conscience.

The varied nature of the topics suggested will require much in the way of steady reference material, some of which can be found in various government publications, current magazines and periodicals, newspapers and publications of life insurance companies. When possible this material should be verified by consultation with doctors, nurses, and other authorities.

Each grade in the junior high school has, as part of its material in Health and Personal Development, a topic on National Safety and Civil Defence. A directive will be issued later by Civil Defence authorities for the purpose of familiarizing teachers with the kind of material to be covered and the approach to be used. Material on First Aid and Safety will be found in the St. John Ambulance Handbook and in various publications issued by governments and other authorities.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. Community Health			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE SKILL REQUIRED FOR RECOGNITION OF SOUND HEALTH PRACTICES AS THEY APPLY TO HIMSELF AND THE COMMUNITY.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	<i>Into Your Teens</i> , Units 4 and 6.
(1) GROUP EFFORTS OF GOVERNMENTS AND VARIOUS COMMUNITY HEALTH ORGANIZATIONS HAVE IMPROVED LIVING STANDARDS;	1. Prepare charts based on figures from an insurance company to show how the average life expectancy has changed during the last fifty years.	(1) AN ATTITUDE OF WILLINGNESS TO CONSIDER HIS OWN HEALTH PRACTICES AND THOSE OF THE COMMUNITY;	<i>You're Growing Up</i> , Units 4 and 6.
(2) PROGRESS IN THE BATTLE AGAINST DISEASE RESTS ON UNDERSTANDING AND THE COOPERATIVE ATTITUDE OF THE PUBLIC.	2. Compare figures regarding causes of death to show that some diseases of the past are less prevalent now.	(2) AN ATTITUDE OF WILLINGNESS TO SHARE IN THE MEANS TAKEN TO ELIMINATE DISEASE AND TO OVERCOME PRIVATION.	Publications obtainable from the Director of Public Health Education, Department of Health, Edmonton.
A. What does the community do to protect my health?	3. Surveys could lead to material coverage involving: (a) Pupil reports re Health Heroes. (b) Pupil reports on the story of vaccination and inoculation. (c) A study and visit to a city water purification plant.	1. Have the class analyse the health practices carried out by their municipality and in their own district. What individual attitudes and practices need correction before improvement can result?	<i>Health Through Science</i> . <i>Health Education</i> , Rae Chittick. <i>Canada Year Book</i> .
1. What are the main causes of death in Canada today?			
2. What were they 50 years ago?			
3. Which of the diseases listed are communicable? Review the meaning of the term "communicable."			
4. What do the above figures show in regard to scarlet fever,		2. Prepare an objective test to fix in the student's mind	



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>smallpox, poli o, diphtheria, tetanus, typhoid fever, and tuberculosis?</p> <p>5. What practices have helped bring some of these diseases under control?</p> <p>6. For which diseases do vaccination and inoculations help?</p> <p>7. For which are there identification tests? (Patch test, Schick test, Dick test.)</p> <p>8. How does the Department of Health education program help?</p> <p>9. What are quarantine laws? How about "self-quarantine"?</p> <p>10. How are the communicable diseases spread? Which are spread by water and which by milk? What treatment in regard to the above can prevent the spread of disease?</p> <p>11. How does sanitary handling of sewage and garbage help to control disease?</p>	<p><b>I. Community Health—Continued</b></p> <p>(d) A study of rural pure water supply—wells, springs, etc.</p> <p>(e) Rural districts could arrange to have a sample of water tested by the Provincial Analyst. (If c, d, and e are being covered in your science program this year, omit them here.)</p> <p>(f) Visit a sewage disposal system.</p> <p>(g) Rural districts could study and report on sewage disposal by means of cesspools, septic tanks, etc.</p> <p>(h) Discuss the merits of local garbage disposal systems.</p> <p>(i) Prepare a chart to show proper milk treatment in both rural and urban areas.</p> <p>(j) Visit a dairy.</p> <p>4. Ask a student committee to write to the Department of Health for publications re quarantine laws and to prepare a report on some</p>	<p>the practices and attitudes necessary for good community health.</p> <p>1. Prepare a list of the things you should do to maintain a community's health and arrange it in order of importance.</p> <p>2. Assign an objective type test on the health rules and health suggestions discussed in this section.</p>	<p>Department of Health Publications, <i>You're Growing Up</i>, Unit 6. <i>Into Your Teens</i>, Unit 6. <i>Health Through Science</i>. The following may be obtained from The Director of Public Health Education, Department of Health, 10523 100 Ave., Edmonton:</p> <ol style="list-style-type: none"> <li>1. Alberta Rural Health Units.</li> <li>2. On the Alberta Health Horizon.</li> <li>3. Daily Does It.</li> <li>4. Disposal of Community Wastes.</li> <li>5. Grist for the Teacher's Mill.</li> <li>6. Guard Your Health.</li> <li>7. Health Heroes.</li> <li>8. Health Through the Ages.</li> </ol>

9. Healthful Living.
10. Infantile Paralysis (polio).
11. Infantile Paralysis, Be On the Safe Side.
12. When Infantile Paralysis Strikes, What to Do.
13. Penicillin.
14. Posture's Important When You're Very Young.
15. Protecting the Community Milk Supply.
16. Rats, Let's Keep Them Out of Alberta.
17. The Rat Menace.
18. Rats, You Can't Ignore Them.
19. Rats (Poster).
20. Regulations for the Prevention, Notification and Control of Communicable Disease, 1947.
21. Respiratory Diseases. Birds of a Feather.
22. Rural Waters.

12. Why do we carry on an active campaign to prevent rats from entering Alberta?
  13. How have organizations such as the T.B. Organization, the Cancer Organization, March of Dimes, etc., helped us?
  14. What other services are offered by governments?
  15. How are hospitals maintained, and what services are provided by local hospitals?
- B. The student should understand that the health heroes of the future are the students of today. Health practices NOW are important in daily community welfare. They learn how to evaluate common problems and practices to keep the community healthy.
1. Review the health laws regarding communicable diseases.
  2. What should be our attitude toward them?
  3. What standing does observance of regulations give us in the community?
  4. What personal satisfaction is there in doing the right thing?
5. Find the annual Department of Health expenditures and ask committees of students to debate the topic. "Resolved that a health education program saves money." Compare 1939 figures with those of the present year. Give reasons for the increase.
  6. Appoint a committee to interview a hospital matron and find out the services a hospital can render.
  7. Prepare with the class charts to demonstrate the scope of activities of various local health organizations and groups, such as the Red Cross, Hospital Leagues, etc.
  8. Organize a Junior Red Cross Group or participate in the T.B. Essay contest, etc. Have a member of the group report on its activities. What improvements, new fields of endeavor, etc., can be suggested by the class?
  9. Discuss procedures for reporting cases of communicable diseases.
  10. Have the students dramatize a story to show the people involved, hardships, expenses, etc., of "Dad's Year of Illness", or some similar theme.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>5. What local and countrywide health organizations are there that one should support?</p> <p>6. How does the maintenance of a high level of personal health help you, your family and your community?</p> <p>7. Do weight, growth, etc., serve as an indication of good health?</p> <p>8. Why should a person of my age take special health precautions in regard to things such as rest and the food I eat?</p> <p>9. What should I do about any persistent but seemingly minor ailments, such as headaches?</p> <p>10. Do my personal health practices and attitudes show consideration for the feelings of others?</p> <p>11. How do health habits affect my personality?</p>	<p><b>I. Community Health—Continued</b></p> <p>11. Study average growth charts to find the periods of most rapid change from birth to adult. Discuss the ways in which cells grow, build, and repair, to bring out the need for added precautions in Junior High School Years.</p> <p>12. Discuss the importance of getting medical advice on persistent physical annoyances from which one may suffer.</p> <p>13. Appoint a committee of students to draw up an expense sheet resulting from an illness.</p>		<p>23. To Years of Discretion.</p> <p>24. Tuberculosis Basic Facts in Basic English.</p> <p>25. Tuberculosis X-Ray.</p> <p>26. Tuberculosis.</p> <p>27. Tuberculosis—You're Going to Have Your Picture Taken.</p> <p>28. Tuberculosis—From 18 to 80.</p> <p>29. Tuberculosis—Where There's a Will There's a Way.</p> <p>30. Tuberculosis—How to Kill T.B. Germs.</p>

## II. Reasons for Health Rules

*Into Your Teens.  
Health Education,  
Chittick.*

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO EVALUATE HIS HEALTH PRACTICES.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF AWARENESS FOR THE PART HE CAN PLAY IN MAINTAINING THE HEALTH OF THE COMMUNITY BY APPLICATION OF HEALTH RULES TO HIMSELF.
<p>(1) HEALTHFUL COMMUNITIES ARE MADE UP OF PEOPLE WHO FOLLOW GOOD HEALTH PRACTICES;</p> <p>(2) HE SHOULD DEVELOP GOOD PERSONAL HEALTH HABITS.</p>	<ol style="list-style-type: none"> <li>1. Discuss the various lines of defence that the body possesses such as skin, nose, blood, etc.</li> <li>2. Discuss average height and weight charts and causes of overweight and underweight.</li> <li>3. Prepare a drawing of the body and label it to show the rules of cleanliness applicable to the body and its parts, skin, teeth, hair, etc.</li> <li>4. Discuss the effects of cleanliness of body and clothing on friendships, and personality development.</li> <li>5. Assign as an exercise the preparation of cartoons to illustrate various health habits.</li> <li>6. Have the class dramatize good and poor posture habits.</li> <li>7. In class discussion bring out the function of the nose as a protector to the lungs in breathing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have each student prepare a personal health check list.</li> <li>2. Have the class keep a daily record and check themselves on habits which the graphs indicate have not been followed.</li> <li>3. Prepare an objective test for self-analysis of health habits.</li> </ol>
<p>1. How should I look after my own health?</p> <p>(a) How does the body fight disease?</p> <p>(b) What defence mechanisms does it set up?</p> <p>(c) How and why should I develop daily health habits to care for myself?</p>	<ol style="list-style-type: none"> <li>2. The nose.               <ol style="list-style-type: none"> <li>(a) How is the nose constructed to prevent germ entry to the body?</li> <li>(b) What health habits should I develop with reference to the nose in order to enable it to do its work? Why breathe through the nose? How does my respiratory system work?</li> </ol> </li> <li>3. The throat.               <ol style="list-style-type: none"> <li>(a) Why do sore throats accompany many diseases?</li> </ol> </li> </ol>	

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>II. Reasons for Health Rules—Continued</p> <p>(b) What precautions can I take to protect my throat?</p> <p>(c) What does a diagram of the ears and throat show about the importance of throat care in relation to hearing?</p> <p>4. The ear.</p> <p>(a) How do I hear?</p> <p>(b) What care other than that mentioned above, should I give to the ear, to prevent discomfort and deafness?</p> <p>5. The skin.</p> <p>(a) What is the skin mechanism for protection against disease and rapid weather change?</p> <p>(b) What is meant by having good skin tone?</p> <p>(c) What does bathing do for the skin?</p> <p>(d) How often should we bathe?</p> <p>(e) How often should clothing be changed?</p> <p>(f) What is the purpose of perspiration?</p>			<p>The following films may be obtained from the Audio Visual Aids Branch, Department of Education:</p> <p>TK-666, Circulation of Blood.</p> <p>T-669, Attitudes and Health.</p> <p>T-187, Body Defences Against Disease.</p> <p>T-182, Mechanism of Breathing.</p> <p>T-559, Posture Habits.</p> <p>T-395, Your Ears.</p> <p>T-145, Foods and Nutrition.</p> <p>T-151, Fundamentals of Diet.</p> <p>T-54, Vitamin Wise.</p> <p>T-71, City Water Supply.</p>



(g) Does the changing of clothes have the value of making one "feel better" in addition to its cleanliness value?

(h) How should we care for our skin?

(i) Do cosmetics affect the skin?

## 6. Good grooming.

(a) What health habits should we develop in regard to our nails, hair, teeth, ears, and clothing?

(b) Are there any mental comforts that accompany good grooming?

7. How does concern for body carriage (posture) affect physical development, round shoulders, etc.? From a diagramatic or experimental study of how we breathe, can we find any justification for believing that posture affects respiration? Why do rest, fresh air and exercise affect our general sense of well-being? How much rest should I have in a day? What evidence is there supporting the idea that good health habits are important?

T-193, Defending the City's Health.

T-535, Immunization.

T-9, Eyes and Their Care.

T-168, Goodbye Mr. Germ.

T-164, They Do Come Back (T.B.)

T-243, Proof of the Pudding (value of food).

T-229, Six Slices a Day.

T-341, Vitamins A, B, C, and D.

T-51, The Nose Had It.

T-52, Water—Friend or Enemy.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<h3>III. Living Healthfully</h3>			
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) PROPER FOODS ARE NECESSARY FOR BODY HEALTH AND VIGOR;</p> <p>(2) CERTAIN DANGERS EXIST IN THE USE OF TOBACCO, ALCOHOL AND OTHER HABIT FORMING DRUGS, ESPECIALLY FOR GROWING BOYS AND GIRLS.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO DISTINGUISH BETWEEN NEEDS OF THE BODY AND INDULGENCE OF APPETITES THAT MAY WEAKEN IT.</p> <ol style="list-style-type: none"> <li>1. Prepare a chart to show sources of various food types, and vitamins.</li> <li>2. Develop a discussion on the relationship between body needs and self-indulgence. The students should be encouraged to appreciate the long range effects of careful food selection.</li> </ol>	<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE OF ALERTNESS WITH RESPECT TO THE VALUE OF THE FOODS THAT HE EATS.</p> <p>For review purposes ask the student to prepare a list of the foods they should eat and a list of the things they like to eat. Check these lists against the chart prepared in class.</p>	<p><i>The Teacher's Guide Book for a Program in Nutrition Education.</i> General Mills, Minneapolis, Minn.</p> <p><i>Into Your Teens.</i></p>
<ol style="list-style-type: none"> <li>1. Do foods affect the skin?</li> <li>2. Are they related to any skin disorders?</li> <li>3. What are the main food and vitamin types?</li> <li>4. Where may they be found and in what quantities are they needed for health and growth?</li> <li>5. What minerals do we need and where are they obtainable?</li> <li>6. What foods are important to the blood?</li> <li>7. How does the blood work for us in the defence against disease?</li> </ol>	<ol style="list-style-type: none"> <li>1. Have the students bring in figures to show the cost of the tobacco habit to the average adult smoker.</li> <li>2. Make a survey of Dominion and Provincial figures, to show the costs of tobacco and alcohol habits. Have the class prepare cartoons to illustrate how these habits may lead to poor conduct.</li> <li>3. Write to the R.C.M.P. or other authority for information on the accident rate and causes of acci-</li> </ol>	<p>1. Give an objective test to check pupil understanding of the health aspects of tobacco and alcohol.</p>	<p><i>Effects of Alcoholic Drinks, Tobacco, Sedatives and Narcotics,</i> Rice and Harger, (Nelson and Sons).</p> <p><i>Questions and Answers on Smoking,</i> Department of Education.</p> <p><i>You're Growing Up. Into Your Teens.</i></p>

1. What are the effects of tobacco and alcohol on body health?  
 "The chain of habit is too weak to be felt until it is too strong to be broken." Undesirable habits have a bearing on physical and mental development. We should therefore learn to assess habits and customs in relation to the body and avoid the development of practices that have harmful effects.
- N.B.—Since the courses in Grades VII and VIII are parallel to permit of cycling, some repetition of material on tobacco and alcohol may be evident. It is suggested that care be taken to avoid covering the same items in both years.
2. Why do some boys and girls start the tobacco habit? Does smoking indicate that you are growing up? Is it smart to smoke? Is it all right for you to smoke because elders smoke? In the light of cell-division is it possible that smoking can stunt growth? Review the story of growth and body cell-division to show that teen-age growth places demands on the body that adults are not required to meet.
3. Is tobacco harmful to adults? What are the body organs or systems it
4. Prepare a human figure chart and point out body parts that are damaged by alcohol.
5. Provide for a panel of students or a class forum on the subject, "Should We Smoke?"
6. Provide for some simple experiments to determine the nature of nicotine and have a committee of students investigate the nature of nicotine.

dents. Find out how many fatalities were attributed to the effects of alcohol.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>will possibly affect? What is the attitude of many athletes toward the tobacco habit? Does tobacco have any effect on taste sensitivity and hence on appetite?</p> <p>4. Is the tobacco habit often accompanied by problems in cleanliness and safety, such as spilled ashes, the stale smoke odour, stained fingers, fire control, etc.?</p> <p>5. What are the yearly costs in money to the average adult smoker? How much could you save by avoiding the tobacco habit? In the light of the above, who shows more intelligence—the boy who smokes or the one who does not?</p> <p>6. Is alcohol harmful in relation to the body? Does it affect appetite? Does it have food value for growth and for energy? Can it provide material for growth and for energy? Can it provide material for cell repair? Can its heat energy be stored in the body for future use? Has it a vitamin content? Does it affect body resistance to</p>			

### III. Living Healthfully—Continued

- disease? How does alcohol affect the nervous system, muscular control and mental self-control?
7. Is alcohol a costly habit? How does excessive use of alcohol affect the family budget? Does it have an effect on family security and happiness? Does it affect job-holding ability? How does alcohol affect efficiency in work?
8. Review the causes of traffic accidents. Do the statistics indicate any relationship between alcohol and accidents? Why do we have laws regarding the sale and use of alcohol? Do alcohol and narcotics have any relationship to crime?

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION:

- (1) THAT A KNOWLEDGE OF COMMON ACCIDENTS AT SCHOOL, THEIR PREVENTION, AND EMERGENCY MEASURES TO USE IN THEIR TREATMENT MAY PROVE OF IMPORTANCE TO HIS PHYSICAL WELL BEING AND THAT OF OTHERS;
- (2) THAT A KNOWLEDGE OF THE PART HE CAN PLAY AS AN INDIVIDUAL IN A NATIONAL EMERGENCY IS A PERSONAL RESPONSIBILITY.

Determine the different causes of accidents in and about school, and study their prevention.

#### IV. Safety

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO ASSESS HIS RESPONSIBILITIES IN EMERGENCY SITUATIONS IN RESPECT TO THE USE OF FIRST AID MEASURES.

1. Have the class discuss accidents that they can remember as having happened at school.
2. If school records are available ask a committee to prepare a chart to show types of accidents that have happened in your school.

THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE OF RESPONSIBILITY FOR HIS SHARE IN ACCIDENT PREVENTION AND IN NATIONAL SITUATIONS OF AN EMERGENCY NATURE.

1. Prepare an objective test on causes and attitudes concerning school accidents.
2. Give practical tests in pupil ability to render first

St. John Ambulance Handbook, *First Aid to the Injured*.

Material obtainable upon request from the Metropolitan Life Insurance Co., Calgary or Edmonton.



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p style="text-align: center;"><b>IV. Safety—Continued</b></p> <ol style="list-style-type: none"> <li>1. What types of accidents could occur on the way to school? What traffic regulations should bicycle riders follow? What rules should pedestrians follow? Should we accept rides from strangers?</li> <li>2. How do accidents occur on the playground? What rules should we follow in the use of sports equipment?</li> <li>3. What should you do in case of a school fire?</li> <li>4. What special precautions should be taken in Home Economics classes in the use of wringers, gas stoves, etc. What rules do you observe in the manual training room with respect to the use of tools, machines, etc.?</li> <li>5. What should you do in case of accidents? When and how should accidents be reported? Why should you be able to give an accurate picture of just how it happened?</li> </ol>			
<ol style="list-style-type: none"> <li>3. Have a committee make a survey of the school playground and report on precautions to be taken, conditions of playground sports, equipment, etc. Make cartoons or posters to illustrate accident prevention.</li> <li>4. Carry out first aid practices in treatment of accident types listed under content, and others that may occur in school.</li> <li>5. Ask the class to demonstrate safety precautions on the high-way.</li> <li>6. Appoint a committee to write to the Red Cross and prepare a chart to show the fields of Red Cross Work.</li> <li>7. Organize a Red Cross group and give active aid.</li> <li>8. Write to the local Civil Defense Organization for material and discuss the objectives of the work.</li> <li>9. Carry out practice fire drills.</li> </ol>	<p>aid, apply bandages, etc., in accidents, of a specific nature.</p>	<p>Consult the nearest offices of the Alberta Motor Association and the Highway Traffic Board.</p> <p>Information will shortly be available on Civil Defence.</p> <p>Current Health and Science Magazines.</p>	

6. What is the first aid treatment to follow if you experience frostbite on the way to school? How would you treat cases of foreign bodies in the eye or the ear?
7. How would you treat a dislocation or a simple fracture?
8. Review from the Grade VII course treatment for cuts, bruises, and nose bleed.
9. How can our school play a part in National Safety? Can our class aid in case of natural emergencies such as flood or fire? In such disasters, how can our actions help in serving as a mid-point between the home and the community? (e.g. clothing drives.) How would a Junior Red Cross club help us in Disaster Relief, aiding the Crippled Children's Hospitals, publicizing the importance of the Blood Transfusion service, etc.?
10. What is the Civil Defence organization? Why is such an organization necessary in the world today? How can we help?
10. Invite a member of the fire department to address the class on fire precautions and public behavior during fires.
11. Invite an officer of the Highway Traffic Board or the R.C.M.P. to speak to the class on highway safety.

## UNIT III, GRADE VIII

## PERSONALITY

**Point of View**

The day-by-day experiences of the child mold his personality. We do not teach personality but, by class discussion, are able to assist the student to evaluate aspects of behavior that influence his reaction to varying situations. Consideration for dress, deportment, health, customs, manners, etc., in their relationship to his general attitude may serve to meet specific needs that the individual student experiences. Everyone wants to be popular—to be liked for himself. The relationship of popularity to one's personal habits, to the way he talks, and acts in "company", to the impression he gives to those around him can well be discussed in the group. Such discussion might well serve to make the road somewhat easier for those who may feel out of place in certain social situations.

The Grade VIII unit brings up for consideration qualities that have a bearing on the kind of personality one develops and suggests ways in which the individual can "sell" himself to the world with which he is in contact. He is interested in finding out something about the means that his fellow students use in measuring each other. However, care should be taken to see that criticism of each other is avoided; too pointed an analysis of what people are like might be construed by the sensitive student as being personal criticism. Too much introspection on the part of students is certainly to be avoided and the teacher should be on the alert to recognize symptoms so that the discussion can be stopped or diverted in good time. Care should also be taken to avoid verbalizing to the extent that the student neither understands nor appreciates the discussion. Every effort should be exerted to make the discussion as meaningful and alive as possible, keeping in mind the warnings suggested above.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. Philosophy and Goals			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW HE HAS ACQUIRED:	<i>Living Your Life</i> , Crawford, Cooley and Trillingham, Chapters 4 to 5.
(1) HIS PERSONALITY IS THE SUM OF ALL HIS CHARACTERISTICS TO INCLUDE HIS APPEARANCE, MANNERS, DISPOSITION, HABITS, THOUGHTS, AND BELIEF;	(1) THE ABILITY TO ASSESS THE VARIOUS FACTORS INFLUENCING HIS MAKEUP IN TERMS OF THEIR POSSIBLE EFFECTS UPON HIM AS A PERSON.	(1) AN ATTITUDE OF SOCIAL CONCERN FOR THE RIGHTS AND FEELINGS OF OTHERS;	<i>Personality and School</i> , Bliss, Chapters 30-37.
(2) HIS GENERAL ATTITUDE TOWARD THE COMPONENTS THAT MAKE UP HIS ENVIRONMENT WILL INFLUENCE THE DEVELOPMENT OF HIS PERSONALITY.	(2) THE ABILITY TO APPRECIATE AND PUT INTO PRACTICE THE SIMPLE SOCIAL SKILLS THAT ASSIST HIM IN HIS RELATIONSHIPS WITH OTHERS.	(2) AN ATTITUDE OF WILLINGNESS TO IMPROVE HIS APPRECIATION OF THE FACTORS WHICH MAKE UP HIS TOTAL PERSONALITY.	<i>One Hundred Guidance Lessons</i> , Endicott, Chapters 6-9.
1. Appearance.	1. Have the pupils list all the definite acts or actions that cause them to rate others favorably.	1. Summarize the work of this section with the class either by means of check lists or an objective test.	PAMPHLETS <i>Your Personality and Your Job</i> , Paul W. Chapman.
(a) Dress—the importance of being neat, in person, and appropriately dressed. The effect of color should be discussed.	2. Let the class discuss the wisdom of investigating the latest fad and the importance of current styles as contrasted with line and color.	“Basic Factors in Good Personality” might be the theme.	<i>Manners Made Easy</i> , Beery, Chapters 1-8.
(b) Carriage—a good posture can help overcome a feeling of inferiority. A slouch indicates fatigue, indifference and timidity. The student should realize the importance of ease and grace of movement.	3. Some of the students might report on the techniques of persons whose actions have overcome extreme physical handicaps. Frank-	2. Give the students copies of Endicott's self-rating chart and let them determine their scores. Results should be considered as	FILMS Audio-Visual Aids Branch, Department of Education. T-618, Are You Popular?



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
(c) Good health and a good physique, alert eyes, muscle tone, and an impression of vitality. Exercise, nutrition and sufficient sleep are aids to good health.			
2. Manners and disposition.			
(a) Poise—the importance of appearing at ease and confident.			
(b) Courtesy and tact—The Golden Rule. Rudeness never pays. Ridicule, sarcasm and personal gibes may give you the satisfaction of being clever but they hurt and have a bad after-effect.	I. Philosophy and Goals—Continued  lin D. Roosevelt, Alex Templeton, Marian Anderson, Helen Keller, Dr. Ralph Bunche, are a few who were able to succeed in spite of handicaps.  4. Have the class practice methods of shaking hands and meeting others, by letting half the class act as receiving lines and the remainder as guests.  5. Dramatize the right and wrong ways to come into a room full of people.  6. Have the members of the class hold a panel discussion on "The Importance of First Impressions".  7. The class might have a discussion on the topic, "A Good Listener".  8. Ask the class to dramatize the difference between good manners and "putting on airs".  9. Have the class make a list of the opportunities which it has to practice good manners.	confidential. (Test page 177—One Hundred Guidance Lessons).  3. The teacher may use some quick method of checking throughout this unit to evaluate the participation and interest of individual students.	F-626, Courtesy Comes to Town.  T-479, Shy Guy. T-546, Body Care and Grooming. T-777, Developing Your Character. Five Film Strips to Accompany <i>Manners Made Easy</i> : DP-1150, Home Ground. DP-1151, School Spirit. DP-1152, As Others See You. DP-1153, Table Talk. DP-1154, Stepping Out.
(c) Temperament—the importance of self-control. Temper outbursts do not impress others. If you keep your head you can think your way out and often gain your point. If you lose your head, you lose everything, including your dignity. Anger comes from a lack of security or from not being in command of the situation.			



- Everyone likes a person who can smile. After a good laugh we are much likely to be grouchy, mean, and critical. The perpetual worrier is a "wet blanket."
3. Character—courage, sincerity, loyalty, honesty, faith, love and self-sacrificing, cooperative spirit are traits of character desirable and essential in any good personality. If you possess such traits, you can do much to strengthen your own personality.
  4. Honesty.
    - (a) People in general have little use for the boy or girl who is dishonest or untruthful. No matter how clever such a person is, sooner or later these
  10. Have the class discuss the value of a smile as displayed by clerks, porters, waitresses.
  11. Let some of the students read aloud and analyse humorous selections by Mark Twain, and other well known humorists.
  12. Pupils might make a list of ways in which they sometimes show a lack of will power and self-control.
  13. "He that ruleth his spirit is better than he that taketh a city." Have the class discuss this quotation.
  14. Ask each student to write a short description of someone whom he admires explaining why he admires the person. Students should not use the real name of the person.
  15. List with the class various ways in which they cooperate with others. From the list prepared discuss evidences of conscious and unconscious cooperation.
  16. "People are naturally kind." A discussion of this theme should prove interesting and informative to the group.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>habits will bring disgrace and dishonour. Cheating in school work. Does it pay? If you are not discovered you are worse off for you have cheated only yourself. Your reputation is less important than your own character.</p> <p>(b) Dependability. Let others see that they can count on you. Be accurate in what you say and punctual in what you do. "A winner never quits. A quitter never wins."</p> <p>(c) Loyalty. This implies faith and devotion, and an unwillingness to desert a cause or a friend unless that cause or friend proves unworthy. It is important to be able to distinguish between loyalty to what is right and loyalty to what is wrong. We must be loyal to ourselves, especially to our ideals and standards. This loyalty requires us to be careful about the kinds of amusements we choose, the</p>			

### I. Philosophy and Goals—Continued

literature we read and the personal habits we acquire.

(*d*) Cooperation and tolerance. Working together for a common good. Cooperation may demand inconvenience to ourselves. It requires the willingness and ability to work with and for others.

(*e*) Kindness—"A language that the deaf can speak and the dumb can understand." Consideration for others is a mark of the mature, desirable personality.

(*f*) Sincerity.

5. Influence on others—the individual with the well-integrated, desirable personality has a favourable influence on others. He possesses an enthusiasm and animation that others feel and that inspires them. He has a warmth and sense of humor that makes people happy when they are with him.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p style="text-align: center;"><b>II. Needs</b></p>			
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT EACH PERSON'S BEHAVIOR IS INFLUENCED BY CERTAIN SOCIAL NEEDS WHICH, IF SATISFIED, RENDER HIM A HAPPIER AND MORE AGREEABLE MEMBER OF HIS SOCIETY.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE ABILITY TO DISTINGUISH BETWEEN POSITIVE AND NEGATIVE WAYS OF SATISFYING HIS PERSONAL NEEDS;</p> <p>(2) THE HABIT OF ENGAGING IN ACTIVITIES THAT WILL YIELD WORTHWHILE AND CONTINUING SATISFACTION.</p>	<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE OF WILLINGNESS TO EVALUATE THE WORTH OF HIS VARIOUS INTERESTS.</p>	<p><i>Personal Problems</i>, John B. Geisel.</p> <p><i>How Personalities Grow</i>, Helen Shacter, Chapters 3-15.</p> <p><i>Getting Along With Others</i>, Helen Shacter, (Life Adjustment Booklets).</p>
<p>1. What are we seeking?</p> <p>(a) Everyone wants to be with people, to love and be loved, and to feel that he belongs. The family or home is the most important institution in society for satisfying the desire for mutual love and the need to belong. Organizations such as Boy Scouts, C.G.I.T., Girl Guides and Taxis help to fulfil this need in boys and girls.</p> <p>(b) Everyone wants to excel in something. We often like best what we do best, and success brings satisfaction. It is important to realize that success cannot be achieved without effort.</p>	<p>1. In order to study how affection influences another person's behavior, ask the pupils to try for three days to refrain from finding fault with someone whom they frequently criticize. At the same time ask them to show as much interest in the other person as they can. Then let them describe the results.</p> <p>2. Have the members of the class hold a panel discussion on the values to be gained from joining an organization such as Boy Scouts or C.G.I.T.</p> <p>3. Have some of the pupils describe how they felt when faced with failure and tell what they did about it.</p>	<p>1. Have the pupils write an essay on someone they consider to be an ideal person. The teacher should see that the pupils give reasons for their choice.</p> <p>2. Students might list the activities of some organizations such as Boy Scouts and try to determine the values to be received from each activity. They might try to evaluate the worth of such organizations.</p> <p>3. Prepare a "true-false" test on means for achieving success. The students should score the test and determine how their opinions differ from what is commonly accepted.</p>	

## II. Needs—Continued

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|--|--|
| <p>(c) Everyone wants to believe in something. Young people generally know some person who seems to them an ideal man or woman. The qualities of sportsmanship, loyalty, and courage are admired in others. They are values that we would like to possess. We wish to believe in something that endures. We all need a faith or religion because it gives meaning to everything.</p> | <p>4. Make a list of common superstitions. Why do people believe in superstitions?</p>                                   |
| <p>2. The wrong way to satisfy our desires. Sometimes we are unhappy and discontented because of unsatisfied desires. Instead of facing the problem we go around it. Bad habits form, and undesirable personality traits develop.</p>  | <p>5. Ask the pupils to make reports on some of the great men and women of the past whom we might choose for ideals.</p> |
| <p>(a) Day-dreaming. This is only a substitute for an accomplishment. Day-dreaming can sometimes be an incentive to accomplishment.</p>  | <p>6. Have the class dramatize the behavior of the bully, the braggart and the clown.</p>                                |
| <p>(b) Temper outbursts. Shouting and blustering are often ways of attracting attention. They are not desirable ways of solving problems.</p>  | <p>7. List with the class some of the ways in which pupils "brag".</p>   |



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
II. Needs—Continued			
(c) Bragging. We brag to bolster our own opinion of ourselves.			
(d) Clowning. This includes such things as loud laughter, jokes and pranks.			
(e) Illness. Imaginary aches and pains are sometimes convenient and help to evade difficulties. Sickness also brings sympathy.			
III. Code of Living			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT HE HAS THE OPPORTUNITY OF FURTHERING HIS PERSONAL DEVELOPMENT ALONG FAVORABLE LINES.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED: (1) THE ABILITY TO ACCEPT RESPONSIBILITY; (2) THE SKILL TO USE MANNERS AND SOCIAL QUALITIES COMMENSURATE WITH HIS INCREASING MATURITY; (3) HABITS OF TRUE SPORTSMANSHIP.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF APPRECIATION THAT THE WELLSPRINGS OF SINCERITY, OF TRUTH, AND OF THE "GOOD LIFE" ARE A GENUINE CONCERN AND LOVE FOR HIS FELLOW MEN.	<i>Personality and School</i> , Chapter 29. <i>Into Your Teens</i> . Additional Reference: <i>Personal Problems</i> , Giesel, Chapters 19, 20, 38.
1. Grow up emotionally. A little child cannot put up with things, but makes a fuss if he is uncomfortable. He wants immediate attention. He makes no effort to control himself but screams and kicks when he is annoyed. When boys and girls reach their teens these	1. The pupils might put on a skit to contrast the behavior of a mature person to that of a child when told that he cannot have a new bicycle.	Prepare a questionnaire to give the class on Social Maturity. Have the pupils score themselves.	

- marks of childishness are no longer acceptable. To improve your score in the game of living:
- (a) Can you put up with things?  
Do you quit a game because you are not getting your own way?
  - (b) Can you wait and work toward future satisfaction? Success in school requires that you do. An athlete must train. He does not win prizes immediately.
  - (c) Can you control your reactions? Do you always have to have fun? Do you sulk, or fly into tantrums when you cannot have your own way?
2. Grow up socially. A boy or girl who has grown up socially is co-operative and interested in others. These are the qualities he possesses and that you can aim for. What does this involve?
    - (a) He is tactful.
    - (b) He knows how to plan and enjoy team work.
    - (c) He is a good conversationalist.
    - (d) He studies people's wants and has regard for the other fellow.
    - (e) He is willing to receive criticism.
2. Ask the class to make a list of childish characteristics that it would like to avoid. Beginning many activities but finishing none, sulking about the weather, and interrupting conversations are illustrations.
  3. The class might discuss I Corinthians, 13:11, "When I was a child, I spake as a child, I felt as a child, I thought as a child; now that I have become a man, I have put away childish things."
  4. Have the class try to classify each of the following expressions under the headings, "Social Maturity", and "Social Immaturity".
    - "Watch me."
    - "You can't tell me."
    - "Take my advice."
    - "What do you think?"
    - "I know better."
    - "Good for you."
    - "Get out of the way."
    - "Let me go first."
    - "That sounds swell."
    - "Listen to me."
    - "I'm right with you."
    - "Tell me about it."
    - "You don't know what you're talking about."
- Ask the class to add to this list.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>(f) He is friendly.</p> <p>(g) He is sympathetic.</p> <p>(h) He has a sense of humor.</p>	<p align="center"><b>III. Code of Living—Continued</b></p>		
	<p>5. Have the class suggest types of poor sportsmanship that are most frequently displayed in school. Have them suggest ways of getting rid of such conduct.</p>		
	<p>6. Let the boys and girls write some new yells for the school and practice them in the group to give them at the next game.</p>		
	<p>7. Ask some athletic coach to speak to the school about sportsmanship.</p>		
	<p>8. Ask two students to try to carry on a conversation for several minutes without introducing "I" into the conversation.</p>		
	<p>9. Have the class try to list the number of occasions during the day when cooperation has had a beneficial effect on the whole family.</p>		

# IV. Friendships and Attachments

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:
(1) BY CONSIDERING HIS ACTIONS HE CONTRIBUTES TOWARDS HIS PERSONAL DEVELOPMENT;	(1) THE ABILITY TO APPRECIATE THE VALUE TO BE GAINED FROM DESIRABLE ACTIONS AND REACTIONS;	(1) AN ATTITUDE OF SOCIAL CONCERN WHICH RECOGNIZES THE EFFECTS OF HIS ACTIONS UPON OTHERS;
(2) THE FAMILY SITUATION OFFERS HIM AN EXCELLENT OPPORTUNITY TO PRACTICE DESIRABLE PERSONALITY TRAITS.	(2) THE HABIT OF CONSIDERING THE FEELINGS OF OTHERS, ESPECIALLY THOSE IN THE FAMILY CIRCLE.	(2) AN ATTITUDE OF RESPONSIBILITY FOR HIS SHARE IN THE MAINTENANCE OF A HAPPY FAMILY ATMOSPHERE.
1. Be a likeable person. This section summarizes the traits that lead to success and that help you to realize that the family is the best place to practice these traits.	1. Ask each student to outline in essay form his reactions to the topic, "The Value of Friendships".	1. Prepare a "true-false" test of situations that may affect friendships. Ask students to score their own answers and discuss the answers in class.
(a) Like others. The love and affection you develop for your family in your earliest years will broaden to include many friends. Remember that it is possible to find some good in your worst enemy.	2. Appoint student committees to report to the class on the following subjects: 1. "It costs a lot to live". 2. How can I contribute to friendship? 3. Bitter words have bad effects.	2. Develop a number of family situations as multiple choice questions. Have the class answer them and discuss the results.
(b) Be interested in others. You should take a real interest in what each member of your family group is doing. You should realize that each has something to offer and it is up to you to discover what it is. If you want to be likeable you will try to understand the de-	3. Develop a class list of qualities the students look for in their friends. 4. "The desire to help others should be developed." Ask a panel of speakers to state their opinions on the above subject. Provide for class suggestions to increase student understanding.	

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>sires of other people and their way of doing things.</p> <p>(c) Be unselfish. In the family one member must often forget his own wishes in order to comply with the wishes of the group. If you are likeable the wishes of your fellows often mean more to you than your own.</p> <p>(d) Avoid moodiness. One sulky person at a family meal can spoil the whole dinner for all. A family picnic can be spoiled by a moody boy or girl. People who are sulky and irritable check the happiness of those around them and therefore do not attract others.</p> <p>(e) Cooperate. Team work is essential for good family relationships. Everyone must do his share in order to ensure the success of an undertaking. Team work in athletics requires cooperation. Cooperation is necessary in all walks of life.</p>	<p>5. In class discussion bring out the need for family loyalties and how these may be developed.</p>		

#### IV. Friendships and Attachments—Continued



- (f) Do not dominate your family or your friends. Talking all the time or being louder than your fellows and insisting that your suggestions be followed are traits of a domineering person.
- (g) Help others to feel important. Be proud of your family. Help your brothers and sisters to feel important. Praise, sincerely given, is a great morale booster.
- (h) Have faith in your family and in your friends. Do not desert them when they need your support.
- (i) Speak well of brothers and sisters, parents and friends. Never discuss faults of the family group with outsiders.
- (j) Be of service. Accept your share of household tasks and responsibilities. This is an excellent preparation for the responsibilities you must take later in your community.

## NOTE:

1. Material dealing with manners and customs is included in Section I of this unit.
2. Material on Family Relationships is contained in Section IV.

## UNIT IV, GRADE VIII

## MY GROUPS

## Point of View

Environment plays an important part in our development, and as noted in the Point of View for Unit IV, Grade Seven, "Group Life", the importance of the peer group to the early adolescent is such that the fostering of worthwhile group activities presents a challenge to all sections of the community and particularly to the school. This unit in all grades should seek to develop sound concepts upon which to build group activity. The approach should be at the students' level and concern itself with the kind of topic in which he is interested. This may be rather difficult in a discussion of group study habits, but with well planned salesmanship it should be possible to arouse their interest, from the angle of time-saving on homework if nothing else. The question of mutual responsibility involving student and school may be presented as an aspect of responsibility to the groups of which the students are members; for example, the small group of companions with whom the individual student is socially associated, the Scout troop, the Sunday School class, the hockey team, etc. An ever-present danger lies in the fact that such discussion, if mere verbalizing, will be accorded lip service by the students and become rather boring. Group planning probably provides the answer to the difficulty of selecting the best approach. If the topics selected early in the unit are such that the students' interest and cooperation are aroused, it should be possible to proceed to the less interesting without too great a loss of efficiency in results.

An important area of investigation is that of leisure time activities. Any encouragement that individual students receive in wise use of their leisure time is gain. From the example set by other students in the group will come a realization of satisfactory and unsatisfactory ways of "putting in time." Up to now they probably have not had the opportunity to examine in detail the means by which hobbies are developed, or organized recreation is arranged for. Nor have they had experience in recognizing the values which accrue from following a particular educational bent. McKown's *Home Room Guidance* has an excellent chapter on "Recreational Guidance" which will provide the class with worthwhile suggestions.

Careful group planning will aid materially in making the students' approach to this unit an interesting and profitable one. Presentation without preparation may result in a somewhat meaningless jumble of ideas.

UNIT IV—GRADE VIII—GROUP I  
(Suggested Time Allotment—8 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) GROUP LIFE AS IT OCCURS IN SCHOOL MAKES AN IMPORTANT CONTRIBUTION TO HIS INCREASING PARTICIPATION IN GROUP ACTIVITIES;</p> <p>(2) HE HAS A CONTRIBUTION TO MAKE TO ANY GROUP OF WHICH HE IS A MEMBER;</p> <p>(3) HIS INFLUENCE AFFECTS A PARTICULAR GROUP TO A MATERIAL EXTENT AND THAT IT SHOULD, THEREFORE, BE BASED UPON SOUND, GENERALLY ACCEPTED PRINCIPLES.</p> <p>Make use of this section for review purposes as a self-appraisal unit of the school group.</p> <p>1. Discuss study methods as they relate to group work.</p> <p>2. Social skills are learned to a considerable degree in the school situation.</p>	<p><b>I. My Groups</b></p> <p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE ABILITY TO ASSESS THE OBJECTIVES OF A GROUP AND TO CHOOSE BETWEEN WORTHY AND UNWORTHY GROUPS;</p> <p>(2) THE SKILL TO DISTINGUISH BETWEEN HIS RESPONSIBILITY TO HIMSELF AND TO THE GROUP;</p> <p>(3) THE SKILL NECESSARY TO PARTICIPATE IN A GROUP MEETING USING GENERALLY ACCEPTED PRACTICES AS PROCEDURE.</p> <p>1. Have the class develop a list of ways by which each individual can help others to study more successfully at school.</p> <p>2. Have the students suggest opinions as to what they look for in their schoolmates. The composite picture developed will provide opportunity for worthwhile discussion.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) AN ATTITUDE OF RESPONSIBILITY FOR HIS OWN ACTIONS AND THOSE OF HIS GROUP;</p> <p>(2) AN ATTITUDE OF WILLINGNESS TO COOPERATE IN ALL WORTHY GROUP ENTERPRISES.</p> <p>Assign to the students as an essay topic—"Ways by which we can learn to know our fellow students." Have the students exchange their completed essays and ask them to evaluate the ideas expressed for their worthwhile-ness.</p>	<p><i>Being Teen Agers</i>, pages 17-24.</p>

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. My Groups—Continued			
(a) How can students learn to be good mixers through the school?	3. Arrange for a panel to discuss the question: "How much fun should we expect to have at school?"		
(b) How does the school foster skills which are of value in social situations?	4. Through an open forum and with the aid of a blackboard list the ideas put forward and have the class draw up a code of classroom behavior. Try to have the students evaluate the responsibility of the individual for class discipline and order.		
3. Consider contributing to the group. Individuals can assist others to show more respect for school property as well as for the rights of others.			
II. Social Institutions			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	Supplementary Reference:
(1) THE HOME IS THE FOUNDATION OF A DEMOCRATIC NATION;	1) THE ABILITY TO MODIFY HIS OWN DESIRES TO ACCOMMODATE OTHER MEMBERS OF THE FAMILY GROUP;	(1) AN ATTITUDE OF RESPONSIBILITY FOR HIS OWN ACTIONS HAVING CONCERN FOR HIMSELF, HIS FAMILY, AND HIS COMMUNITY.	<i>Living Your Life</i> , Crawford, Cooley and Trillingham.
(2) THE INDIVIDUAL IS DEPENDENT ON GROUP LIFE IN THE HOME FOR HIS SECURITY, DEVELOPMENT, AND WELL-BEING;	2) THE ABILITY TO UNDERTAKE CERTAIN RESPONSIBILITIES IN KEEPING WITH HIS LEVEL OF MATURITY.	(2) AN ATTITUDE OF WANTING TO SHARE IN GENERAL FAMILY RESPONSIBILITIES.	<i>Into Your Teens</i> , Unit Seven.
(3) HE HAS RESPONSIBILITIES TO THE FAMILY IN THE HOME;	1. Discuss the place of the school as one of the social institutions in the community.	List customs and also a number of facts which have come	
(4) OTHER ORGANIZATIONS MAKE CONTRIBUTIONS TO HIS DEVELOPMENT AS A GROUP MEMBER.			



1. The school is one of the most important social institutions experienced by the young student.  
(a) In the course of studies, much information about the past is given the student.  
(b) How does such information help to develop an understanding of the present social system?
2. How does the school assist the student to adjust to his immediate environment?
3. A student is required to attend school between the ages of 6-15. What reasons can be suggested for requiring this amount of schooling?
4. Home and school should act together in the development of the student. How can this be done effectively?
2. Discuss with the class the reasons for the minimum school-leaving age of 15 years. Determine why it is desirable that a student obtain as much education as possible.
3. Have a committee ask the chairman of the Home and School Association for permission to attend one of their meetings. The committee should then report to the class its findings. Discussion should bring out the reasons for the Home and School Association and how it can and does assist the school.
5. Have the class prepare a chart illustrating the activities provided in the school.
6. Appoint a committee to report on ways and means of developing needed extracurricular activities and encouraging greater participation by the students.

### III. Democratic Living

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT THERE ARE CERTAIN CHARACTERISTICS THAT ARE MORE OR LESS COMMON TO THE DESIRABLE MEMBERS OF A COMMUNITY.

My School Responsibility.

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE HABIT OF DOING HIS PART IN MAKING HIS COMMUNITY A PLEASANT PLACE IN WHICH TO LIVE.

1. Help the class to draw up a rating scale of behavior characteristics.

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF RESPECT FOR THE LAWS, TRADITIONS, AND PROPERTY OF HIS COMMUNITY.

Arrange a check list of items dealing with the principles of

*Being Teen Agers,*  
Ch. 30, pp. 241-247.  
*Into Your Teens.*



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>Each student has a part to play in the various school activities. The way in which he plays his part has a definite bearing on how he gets along with his fellow students and how successful the activities will be in the school.</p> <ol style="list-style-type: none"> <li>1. How does the behavior of the individual in school reflect his ability to get along with others?</li> <li>2. How does "cheating" affect relationships at school?</li> <li>3. How can the student enjoy school activities freely without coming into conflict with authority?</li> <li>4. Democracy implies a certain freedom of speech, association, religion, and activity. In what ways does the school encourage the development of democratic practices? What limitations must be recognized?</li> </ol>	<p><b>III. Democratic Living—Continued</b></p> <p>Have them note beside each the effect which that characteristic might have on the individual's ability to get along with others.</p> <ol style="list-style-type: none"> <li>2. Assign as a class essay: "Do 'cheaters' ever prosper?"</li> <li>3. Have a mixed panel of boys and girls discuss the question: "What do we understand by the term 'freedom'?"</li> <li>4. Have a boy and a girl report to the class on situations in which they think that individual students failed to act in the interests of the class as a whole.</li> </ol>	<p>Have the students evaluate themselves in the practice of democracy against the list.</p>	

## IV. Group Thinking

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF WILLINGNESS TO CONTRIBUTE CONSTRUCTIVE IDEAS TO THE GROUP.	<i>Into Your Teens, Unit I.</i> <i>One Hundred Guidance Lessons, Lesson 74.</i> <i>Being Teen-Agers, pp. 73-78.</i>
(1) HE AS AN INDIVIDUAL MUST ACCEPT HIS RESPONSIBILITIES TO HIS GROUPS;	(1) THE ABILITY TO ASSESS THE OBJECTIVES OF A GROUP AND TO CHOOSE BETWEEN WORTHY AND UNWORTHY GROUPS;	1. Prepare in narrative form, a short story telling the steps which a student took in a confused manner, toward the solution of a problem. Have the students rearrange the details to illustrate clear thinking toward the correct solution.	
(2) HIS INFLUENCE AFFECTS A PARTICULAR GROUP TO A MATERIAL EXTENT AND THAT IT SHOULD, THEREFORE, BE BASED UPON SOUND, GENERALLY ACCEPTED PRINCIPLES;	(2) THE SKILL TO DISTINGUISH BETWEEN GOOD LEADERSHIP AND GOOD FOLLOWERSHIP, AND THEIR OPPOSITES;	2. Have a group of students dramatize a situation where prejudice is introduced to sway the thinking of the group. Afterwards, have the class evaluate the effects of prejudice on their thinking.	
(3) HE MAY HAVE TO DISTINGUISH BETWEEN RESPONSIBILITY TO HIMSELF AND TO THE GROUP.	(3) THE SKILL TO DISTINGUISH BETWEEN HIS RESPONSIBILITY TO HIMSELF AND TO THE GROUP.		
1. How should a committee seek the material for a report?	1. Discuss in class forum the question, "How do boys and girls plan activities for their groups?"		
2. What is the responsibility of the individual member in a group project?	2. Assign to student committees preparation of reports in answer to the following questions: (a) Does there always have to be a "boss" for groups such as athletic teams, room parties, yearbooks, etc.? (b) Should student groups usually have adult leadership?		
3. How may influences affect clear thinking within a group?	(a) Does there always have to be a "boss" for groups such as athletic teams, room parties, yearbooks, etc.? (b) Should student groups usually have adult leadership?		
4. What fun can be had at a party? How does planning help to put the party over? The person with ideas can usually help to keep the party going. How true is this statement?	3. Have the class discuss the exercise of "will-power" and self-control by the individual in group activities.		

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>IV. Group Thinking—Continued</b>			
	<ol style="list-style-type: none"> <li>4. Have a committee report on the responsibilities of the host and guest at a party.</li> <li>5. Discuss with the class the possibility that a party may be a difficult experience for certain individuals. Try to have them suggest why these people apparently do not enjoy the party.</li> </ol>		
<b>V. Leisure Time Activities</b>			
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT WISE USE OF HIS LEISURE TIME PAYS GOOD DIVIDENDS IN TERMS NOT ONLY OF HIS OWN DEVELOPMENT BUT OF THAT OF THE GROUPS OF WHICH HE IS A PART.</p> <ol style="list-style-type: none"> <li>1. How can the individual explore and evaluate out-of-school activities?               <ol style="list-style-type: none"> <li>(a) What would I include in a list of points to look for in selecting activities for leisure time?</li> </ol> </li> </ol>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO DIFFERENTIATE BETWEEN WORTHY AND WASTEFUL LEISURE TIME ACTIVITIES.</p> <ol style="list-style-type: none"> <li>1. Have the class draw up a check list of points to look for in selecting desirable leisure time activities.</li> <li>2. Arrange for an open forum discussion on the relationship between health and the activities in which a person takes part.</li> <li>3. Assign committees to make a survey of the facilities available for</li> </ol>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF VITAL INTEREST IN A DESIRABLE LEISURE TIME ACTIVITY.</p> <p>Using a check list of points to look for in selecting good activities, have the students evaluate the activities in which they take part.</p>	<p><i>One Hundred Guidance Lessons</i>, Lessons 61-64.</p> <p><i>Into Your Teens</i>, Unit VI—3.</p> <p>Supplementary Reference:</p> <p><i>Living Your Life</i>, Ch. 14, pp. 403-423.</p>

- (b) How do organized games such as baseball, basketball and hockey fulfil the requirements of (a) above?
- (c) What is the relationship between good leisure activities and one's health?
2. Is it possible to engage in too many out-of-school activities?
  3. What organizations should provide such activities, and to what extent should they be supervised?
  4. What are some of the reasons for the present increase in delinquency?
  5. What suggestions can I offer to improve the situation?

NOTE: The suggestions contained in this section for Grade VIII should be covered only if the students have not been asked to do similar work in Grade VII. It parallels rather closely the material for Grade VII. Repetition should be avoided.

leisure time activities in the community. Have them assess the degree to which members of the community participate in the different activities, and offer suggestions as to ways and means of increasing the number of participants.

4. Try to obtain class opinion on the question, "How can leisure time be used to assist in preventing juvenile delinquency?"
5. Arrange for various students to illustrate and demonstrate leisure time activities which interest them. A list of hobbies and means of starting them can be suggested by students.



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) GOOD LEADERS AND GOOD FOLLOWERS MUST ACCEPT RESPONSIBILITY FOR THE GENERAL ADVANCEMENT OF THE GROUP;</p> <p>(2) BOTH FOLLOWERS AND LEADERS ARE NECESSARY TO THE GROUP;</p> <p>(3) AN "ESPRIT DE CORPS" PROVIDES DYNAMIC FOR THE GROUP.</p> <p>A. Leadership.</p> <p>1. What is meant by the statement, "A good leader does not buy his way,"?</p> <p>2. How may competition be used effectively by the leader to get better results?</p> <p>3. If all members of a group recognize the contribution and importance of every other member, more cooperation will be evident, thus increasing the effectiveness of the group. Why is this true?</p> <p>4. Why is it desirable for the leader to delegate jobs to his followers?</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE ABILITY TO DISTINGUISH BETWEEN GOOD LEADERSHIP AND GOOD FOLLOWERSHIP, AND THEIR OPPOSITES;</p> <p>(2) THE ABILITY TO BE BOTH A LEADER AND A FOLLOWER.</p> <p>1. Have the class discuss bribery as a means of getting something done.</p> <p>2. As preparation for an open forum on the benefits and hazards of competition, have the class prepare lists showing the desirable and undesirable features of competition.</p> <p>3. Assign to a committee the task of drawing up plans for a class party. At the same time have three or four individuals draw up similar plans by themselves. Compare the different plans on completion and discuss the effectiveness of cooperation on group planning.</p> <p>4. Assign for panel discussion the topic: "In order to be a good leader, one must first know how to be a good follower."</p>	<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED:</p> <p>(1) AN ATTITUDE OF RESPONSIBILITY FOR HIS ACTIONS AS THEY RELATE TO THE WELFARE OF HIMSELF, HIS GROUPS, AND SOCIETY IN GENERAL;</p> <p>(2) AN ATTITUDE OF SOCIAL CONCERN MARKED BY EARNEST EFFORT TO IMPLEMENT WHATEVER DESIRABLE ENDS THE GROUP MAY SEEK;</p> <p>(3) AN ATTITUDE OF COOPERATION MARKED BY CONSIDERATION FOR THE RIGHTS AND FEELINGS OF OTHERS.</p> <p>1. Design a True-False test based on the desirable qualities of a good leader. After the test, in class discussion, have the students support their choices.</p> <p>2. Prepare a series of situations dealing with leader-</p>	<p><i>Being Teen Agers.</i> Additional Title: <i>Planning Your Life for School and Society,</i> Ch. XIII. FILM T-630, Developing Leadership.</p>

### VI. Leaders and Followers



<p>5. Leadership requires the assumption of responsibility. How does the responsibility of the leader and of the follower change from group to group?</p>	<p>5. Dramatize the situation where bickering and temper displays affect the success of a team playing an important game for the school.</p>	<p>ship and followership and have the class evaluate these situations for good and bad leadership and followership.</p>
<p>B. Effective Followership.</p> <ol style="list-style-type: none"> <li>1. Everyone has many feelings in common, yet within the group there may be much bickering and expressions of temper. How can this affect the work or play of the group?</li> <li>2. A good follower recognizes the rights of others, both within and without the group. In this way the principles of democracy are observed and strengthened.</li> <li>3. "Let Tom do it." What is wrong with such an attitude?</li> </ol>	<p>6. Determine through discussion with the class the progress of an individual in the group, who is always willing to "let Tom do the work".</p>	<p>3. Arrange a check list of items dealing with the rights of others. Have the students evaluate themselves against the list.</p>

## UNIT V, GRADE VIII

## CAREER PLANNING

**Point of View**

The title selected for this unit may be something of a misnomer in that relatively few Grade VIII students will be entering the world of work. It was selected deliberately in order that the students would have the opportunity of examining the possible relationship between their daily school effort and the qualities leading to success "on the job".

Students at this age level are developing a general interest in jobs in terms of work that their fathers and older brothers and sisters are doing. Consideration of the different kinds of work that men and women do, with some examination of the necessary preparation and training, should serve the effect of having the students realize the practical results arising from schooling. The individual class can select a group of occupations, both professional and non-professional, and determine the nature of each occupation with attention to the means by which they could best prepare for eventual entry.

The relation of school habits to job habits should make more real and practical the results of day-by-day effort. Worthwhile discussion should bring out the need for: facility in the use of arithmetical computations; ability to use correct grammar, spelling and composition; self-analysis and self-criticism of school efforts; appreciation of valuable personal qualities in further education and the world of work. In other words, such discussion should lead the student to appreciate more fully the spirit of satisfaction that comes from successful achievement based on honest endeavor. The students should now be at the stage in their development where they can discuss with understanding the effects of good work in contrast with indifferent, half-hearted effort. Care should be taken to see that such discussion is student-supported and not too much teacher-directed. There should be a minimum of the prescriptive "Thou Shalt" approach; general agreement arising from class suggestion and opinion is much to be preferred and undoubtedly will prove more acceptable to the group.

Units III and IV contain much in the way of suggestion for the handling of this unit, since good manners and personality obviously bear a close relationship to success in furthering the students' plans. It is hoped that the unit will be presented in such a way that students can see more purpose in their school work and can be encouraged to appreciate the extent to which they may handicap themselves if, for any reason, they do not continue with their education.

(Suggested Time Allotment—4 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT: (1) HE IS RESPONSIBLE TO HIMSELF AND TO SOCIETY FOR CAREFUL THINKING ABOUT JOBS; (2) HE SHOULD LEARN THAT PREPARATION AND PLANNING ARE IMPORTANT.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED: (1) SOME SKILL IN ANALYZING JOBS IN RELATION TO HIS OWN INTERESTS, ABILITIES, AND EDUCATIONAL REQUIREMENTS; (2) THE ABILITY TO EVALUATE THE TRAINING REQUIREMENTS OF VARIOUS JOBS.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF APPRECIATION FOR THE IMPORTANCE OF WORK AND THE NEED FOR SCIENTIFIC PLANNING AND EDUCATIONAL PREPARATION.	<i>Into Your Teens</i> , Unit 7. <i>Being Teen-Agers</i> , Ch. 17, 18, 21, 22, 23. <i>One Hundred Guidance Lessons</i> , Lessons 13-15.
1. What are the things that make for happiness at work? 2. Can you give illustrations to show that money should not be the item of prime consideration in job selection? 3. What things about jobs and job selections can we learn by observing the jobs done by men and women around us? 4. Into what general job families do skilled and unskilled occupations fall?	<b>I. Planning</b>  1. Prepare a list of local jobs suggested by the class and record some characteristics of each job such as: conditions of labor, hours of work, importance of job, wages, workmen's compensation, pensions.  2. Study the above list and see what advantages advanced training offers.  3. Study with the group the topic, "Money and the Job", to bring out points that should be remembered when they begin job planning.	1. Prepare a True-False test on factors to consider in job planning.  2. Classify a list of occupations into skilled or unskilled fields.	

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. Planning—Continued			
5. Are there any advantages in the trained job fields?			
6. What should be our attitude toward all types of work? All jobs are essential.			
II. Training			
THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF WILLINGNESS TO LEARN ABOUT THE VALUE OF TRAINING, AND HOW STUDY, EXPERIENCE, AND OBSERVATION CAN ADD TO ONE'S UNDERSTANDING.	<i>One Hundred Guidance Lessons</i> , Lessons 16-18. <i>School Subjects and Jobs</i> , Schloerb (Life Adjustment Booklet).
(1) SCHOOL LIFE—SOCIAL AND ACADEMIC—IS A VITAL PART OF THE STUDENT'S PREPARATION FOR A CAREER;	(1) THE ABILITY TO APPRECIATE THAT GOOD WORK HABITS AT SCHOOL CARRY THROUGH AS GOOD WORK HABITS ON THE JOB;		
(2) PART-TIME WORK GIVES JOB EXPERIENCE IN SATISFACTORY RELATIONSHIPS WITH OTHER WORKERS.	(2) THE HABIT OF ENQUIRY ABOUT WORK HABITS FROM SOURCES THAT ARE RECOGNIZED AS RESPONSIBLE.		
1. Training on the job pays.	1. List local jobs and make a survey of the educational standards required.	1. Evaluate pupil understanding by a survey of their individual comments re this section.	
(a) How can school be considered as job training? Is it a basis for further specialized education?	2. Prepare a chart to show ways in which school gives training for work.	2. Have them evaluate in essay form the topic, "Things I learn from doing odd jobs or part-time work".	
(b) Does school teach you to take criticism; to follow instructions? Should you obey rules at school?	3. Have the class discuss the question, "Is doing a job well habit forming?"		

- (c) Do subjects have to be directly related to an occupation to have a job-training value?
  - (d) What should be your attitude toward school subjects?
  - (e) Can a school report card help you in job preparation? How important is it in training for citizenship?
2. How do part-time jobs at home serve as job training?
    - (a) Is there a relationship between good work at home and at school, and good work on the job?
    - (b) What things about jobs can we learn by doing part-time work?

NOTE: The above should bring out the importance of courtesy, dependability, cooperation, neatness, book-keeping, how to handle money, etc.

### III. Job Progress

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT TO DO A JOB SATISFACTORILY HE MUST CONFORM TO THE STANDARDS OF BEHAVIOR EXPECTED OF PEOPLE "ON THE JOB". THESE SHOULD BE APPLIED TO THE EVERYDAY JOB OF GOING TO SCHOOL.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF GROWING APPRECIATION FOR A CODE OF ETHICS IN BEHAVIOR THAT MAKES FOR SUCCESS AND PROGRESS IN ANY JOB UNDERTAKEN EITHER AT SCHOOL OR OUTSIDE OF SCHOOL.	<i>Being Teen-Agers</i> , Ch. 21-23. <i>Your Personality and Your Job</i> , pp. 18, 23, 42, 43, Chapman (Life Adjustment Booklet). <i>One Hundred Guidance Lessons</i> .
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Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p style="text-align: center;"><b>III. Job Progress—Continued</b></p> <ol style="list-style-type: none"> <li>1. What are the things an employer looks for in an employee?</li> <li>2. What characteristics do people expect one to display if he is doing part-time work such as baby sitting, delivering groceries, or newspapers?</li> <li>3. What qualities will assist me in progressing on the job?</li> <li>4. How should I act towards my schoolmates and fellow employees?</li> <li>5. What would I include in a list of desirable qualities in fellow employees? Which of these apply to my schoolmates?</li> <li>6. What can I do in the way of learning more about the job?</li> <li>7. Politeness does not cost anything. Will it help me in my work?</li> <li>8. What is my attitude toward the question of manners?</li> <li>9. If my work brings me into contact with the public how can lack of politeness affect my job?</li> <li>10. Is politeness an indication of my general personality?</li> </ol>			
<ol style="list-style-type: none"> <li>2. Dramatize work situations to illustrate correct employee actions and attitudes.</li> <li>3. Develop a discussion on the relationships of manners to success in the business world. Ask the class to consider the value of manners in the school situation.</li> <li>4. Assign as an essay, "Politeness costs nothing but pays good dividends".</li> <li>5. Show the film, "Courtesy Comes to Town", and, by discussion, attempt to apply it to the local situation.</li> </ol>		<ol style="list-style-type: none"> <li>1. Prepare a "True or False" test of statements relating to manners. Have the students score each other's papers and discuss their reasons for making the choices they did.</li> </ol>	

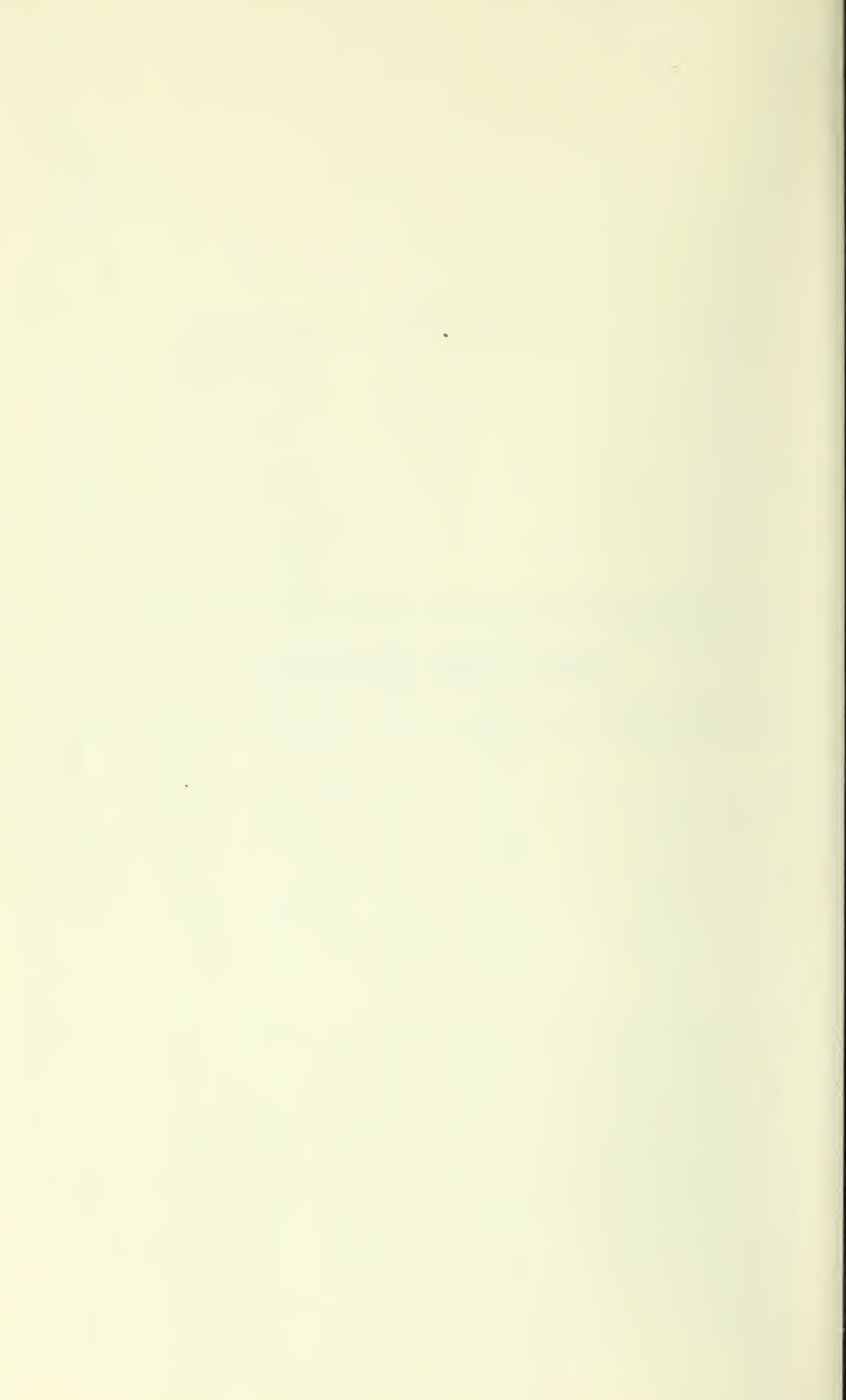
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## UNITS FOR GRADE IX

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UNIT I, GRADE IX  
EFFECTIVE LEARNING

**Point of View**

Since the Grade IX student is facing departmental examinations at the end of the year a discussion of study techniques and specific learning skills seems more purposeful. However, the final examinations are but one of the ends that such discussion serves. Through his increased maturity, the student should be giving serious consideration to the direction that his future training is going to take and, using this as a goal, he may be encouraged to interest himself in effective ways of learning. The content of the unit concerns itself with suggestions for improving his appreciation and application of study methods. The wisdom of placing this material in the first unit of the course may be open to question. Possibly, it would be better to provide for such discussion in April or May, just prior to the departmental examinations. In explanation, it may be said that though some attention is devoted to examination techniques and types, this is done in order that the student throughout the year might familiarize himself with each type and the best methods of attacking it. Furthermore, it is felt that the discussion of study methods early in the year should prove of some assistance to the student in approaching his assignments from day to day. *Teachers may adapt the course to the needs of the students and may offer any unit or part of a unit whenever it is considered desirable.* It is suggested that the material having to do with preparation for examinations and with the subjects of the senior high school may well be reviewed late in the spring term or held over for initial discussion at that time.

In this unit as in the others every effort should be made to develop discussion and activities around student interest with as much student participation as possible in the planning stage. The direction of the students' effort in examining study techniques and learning skills should be toward self-improvement and further development of specific skills that he either may possess or can develop.

UNIT I—GRADE IX—EFFECTIVE LEARNING  
(Suggested Time Allotment—4 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>I. School Organization and Administration</b>			
THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT HIS GRADE IX YEAR PLACES INCREASED RESPONSIBILITY UPON HIM.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO REALIZE HIS POSSIBLE CONTRIBUTION TO THE LIFE AND WORK OF THE SCHOOL.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE: (1) OF AWARENESS OF AN INCREASED RESPONSIBILITY TOWARDS HIS PERSONAL PROGRESS AND TO SCHOOL IN GENERAL; (2) OF SERIOUSNESS TOWARD SCHOOL AND HOME COMMENSURATE WITH HIS GENERAL DEVELOPMENT.	<i>One Hundred Guidance Lessons</i> , Endicott, Lessons 1, 2, 3, 6, 7. <i>Personality and School</i> , Bliss, Ch. 10, 11, 33, 38. FILM T-682, Obligations.
1. Review rules and regulations. (a) As a Grade IX student do I have increased responsibility? (b) What suggestions can I offer respecting the administration of the school? (c) What do I understand by an ethical approach to school life and school work? Why should I be honest with myself?	1. Organize a panel in which students discuss their responsibilities for observance of school rules and regulations. 2. Have reports prepared by student committees on the most desirable ways of utilizing school discipline as a morale builder. 3. Plan for a special day during which all students in the class will be asked to pay more than usual attention to the observance of rules and regulations.	1. Prepare a "True-False" test to fix in the student's mind an understanding of rules and regulations.	
	4. Prepare a code of ethics for the local school, and arrange to display the code where it can generally be seen.		



## II. Study Habits

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE HABIT OF USING STUDY METHODS THAT ARE GENERALLY CONSIDERED TO BE ACCEPTABLE AND SATISFACTORY.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE HABIT OF USING STUDY METHODS THAT ARE GENERALLY CONSIDERED TO BE ACCEPTABLE AND SATISFACTORY.	“How to Study,” outline prepared by the Guidance Branch. It is available upon request and contains titles of some low-priced materials for study aids.
(1) THE GRADE IN SCHOOL YEAR IS ONE OF ASSESSMENT, AND THAT EXAMINATION RESULTS CAN INFLUENCE HIS FUTURE SCHOOL TRAINING;	1. Have each member of the class prepare an outline from a report in Social Studies, Science, or Health and Personal Development, and ask certain members to explain why they organized their outlines as they did.	1. Assign to the class a fairly complete list of study conditions and have the students evaluate them numerically. From this evaluation prepare an approved list.	<i>One Hundred Guidance Lessons</i> , Lessons 20-27.
(2) HE SHOULD BE PREPARED TO PLAN FOR THE SENIOR HIGH SCHOOL IN TERMS OF HIS POSSIBLE OCCUPATIONAL GOALS.	2. Prepare a class list of other methods and devices that might be used for organization of work.	2. To summarize the work of this section arrange an oral quiz of statements on study methods and ask the students to classify them as “True” or “False”.	<i>Personality and School</i> , Part II, pp. 105-200.
1. A check on study habits and skills: Preparation for examinations.	3. Form an individual study chart for the class as a whole.		<i>Hints for Passing Examinations</i> , Grolier Society, Toronto, 10c.
(a) Why is a study timetable of particular value to me this year?	4. Conduct an open forum on the subject, “The Radio, a Hindrance to Study”.		<i>How to Make and Use Objective Tests</i> , Estabrooke, National Home Study Council, Washington 6, D.C., 10c.
(b) What use can I make of the outline method for organizing material, and in preparing for examinations?	5. Have the class prepare a wall or blackboard display of the things not to do in a study session.		
(c) What methods or devices can I use to help me, in addition to the outline, to accomplish the organization of the volume of work I will meet at this grade level?	6. Have the class list disturbances and distractions that affect study in school and at home.		
(d) What particular methods can I put into use in different subjects to improve the quality of my work?			

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p align="center"><b>II. Study Habits—Continued</b></p> <p>(e) What are considered the most satisfactory surroundings for study?</p> <p>(f) How should I prepare myself for a study session?</p> <p>(g) Examinations are of many types. Do I understand the various types, and the best method of approaching each type?</p> <p>(h) What are the advantages of long-term preparation as contrasted with immediate preparation?</p> <p>(i) What should I know about physical conditions and mental attitude in relation to examinations?</p> <p>(j) Upon what basis does the Department of Education determine the various gradings of Grade IX students? Approximately where must I stand in terms of percentages, in comparison with other students, to receive a standing of "Honors Pass", "Pass", or "Failure"?</p>			
<p>7. Appoint a committee to investigate the various kinds of examinations, and report its findings to the class.</p> <p>8. Have each student prepare a table listing the advantages of long-term preparation and the advantages of immediate pre-examination preparation, assigning a weighting of 1-5 (1—poor, 5—excellent) to each advantage listed.</p> <p>9. Prepare with the class a black-board chart of good physical conditions for, and proper mental attitude toward, examinations.</p> <p>10. Assign to two students the preparation of a Grade X list of subjects based on promotions from Grade IX.</p>			

### III. Planning for the Future

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT THE STUDENT SHOULD BE PREPARED TO PLAN FOR THE SENIOR HIGH SCHOOL IN TERMS OF HIS POSSIBLE OCCUPATIONAL GOAL.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO EVALUATE THE WORTH OF EACH SCHOOL SUBJECT AND ITS POSSIBLE RELATIONSHIP TO HIS PROGRAM IN THE SENIOR HIGH SCHOOL.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF INCREASED RESPONSIBILITY TOWARDS HIS PERSONAL PROGRESS AND TO SCHOOL IN GENERAL.	Senior High School Regulations, Department of Education.  One Hundred Guidance Lessons, Lessons 89, 30.  4-Square Planning for Your Career, Hamrin, Chapter X.  Life Adjustment Booklets;
<ol style="list-style-type: none"> <li>1. The school program.               <ol style="list-style-type: none"> <li>(a) What types of program are available in Alberta High Schools?</li> <li>(b) What types of program are available in other educational institutions in Alberta?</li> <li>(c) Do I understand the credit system in its relationship to the timetable and to graduation with a high school diploma or senior matriculation standing?</li> <li>(d) What does "prerequisite" mean? Can I illustrate it by reference to subjects offered at the senior high school level?</li> <li>(e) For what reasons does the high school program offer a variety of electives? Do I understand what an elective is?</li> </ol> </li> <li>2. Discussion of the values of various school subjects as related to vocations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have the students study the nature of various high school subjects and submit reports.</li> <li>2. By consulting the high school regulations have members of your class prepare various kinds of programs that are possible in Alberta High Schools.</li> <li>3. Appoint a committee to study the senior high school credit system and report to the class on the following:               <ol style="list-style-type: none"> <li>(a) Relationship to the Grade X year.</li> <li>(b) Relationship to the high school and senior matriculation.</li> </ol> </li> <li>4. Have the class prepare individual assignments listing reasons for a wide range of senior high school offerings.</li> <li>5. Have the class prepare a table showing how Grade IX subjects apply to a few jobs which they may choose.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the light of the experience gained by students in determining the value of high school courses have each student prepare a draft of his proposed program for Grade X.</li> <li>2. Divide the class by the "spelling match" method and quiz them on the material of section III.</li> </ol>	<ol style="list-style-type: none"> <li>(a) School Subjects and Jobs.</li> <li>(b) What Employers Want.</li> </ol>

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p align="center"><b>III. Plannig for the Future—Continued</b></p> <p>(a) Of what value to my future work is each of my Grade IX subjects?</p> <p>(b) Do I understand the relationship of a good knowledge of English, and good working habits in this subject, to my possible vocation?</p>			
6. Assign to a committee the listing on the blackboard of the practical value of a good understanding in English.	7. Have three students present in dramatized form the contrasting effects of good and bad English in applying for a job. One student can serve as the employer and each of the other two as applicants for the position.		
	8. Assign to a committee of students the interviewing of a successful businessman in the community as to the qualities he looks for in new employees. The committee report should be presented to the class for consideration.		

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UNIT II, GRADE IX  
MEANING OF GOOD HEALTH

**Point of View**

As stated in the Point of View for Unit II of the Grade VII course the objectives of Health instruction should be threefold: to provide for the formation of health habits, the imparting of health information, and the development of a health conscience. Therefore, we should encourage the students to build attitudes toward health that reflect considered thinking, especially with respect to the means by which their daily health practices are carried out. Though a portion of the course in Grades VII and VIII seems to be purely physiological, the approach should deal with practical measures for efficient operation of the various organs. In the same way the Grade IX student should appreciate measures that he can take to maintain the digestive and circulatory systems at a high level of efficiency. He is building attitudes if he understands and tries to apply satisfactory methods for eating and taking exercise.

Students at this age level are undergoing physical changes which may have an emotional bias. Worries over how they are growing are very real. They learn something about man's efforts to conquer certain diseases and may fancy that certain aches and pains they experience are indications of one or all of these diseases. Reference to the non-communicable diseases (cancer, arthritis, diabetes, rheumatic fever) should be such that the students understand something of their nature. He should be aware of reasonable precautions to take with respect to them, and should realize that they have relatively low incidence among school children.

First aid and safety measures as they apply to community life should provide students with the opportunity of investigating current measures being taken to accommodate our way of living to the demands of industry and society. Information on the nature and causes of accidents should serve the useful purpose of making students more conscious of measures they can take to avoid situations that may lead to accidents. The school should endeavor to make some provision for proper appreciation of practical steps that one can take to render first aid in emergency situations.

This unit should be used in part to sum up health teachings at the junior high school level. This can be done by developing evaluation measures to determine the degree of students' appreciation of specific attitudes, and of the three-fold purpose of health instruction basic to this program.



(Suggested Time Allotment—14 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT THE INFORMATION CONTAINED IN THE NATIONAL HEALTH PICTURE CAN ASSIST HIM IN THE PRESERVATION OF HIS HEALTH.</p> <ol style="list-style-type: none"> <li>How healthy are we as a nation?</li> <li>Is the picture improving?</li> <li>What are the leading causes of death?</li> <li>What steps are being taken to combat these causes?</li> <li>What are the main reasons for rejection of candidates for the armed forces?</li> <li>What are the symptoms of cancer, heart disease, arthritis, rheumatic fever, diabetes, etc.?</li> <li>What is the relative incidence of these diseases in high school students? (Care should be taken to see</li> </ol>	<p><b>I. Community Health</b></p> <p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO RECOGNIZE HIS PART IN THE NATIONAL HEALTH PICTURE.</p> <ol style="list-style-type: none"> <li>Appoint a committee to consult the Canada Year Book, and other sources, for statistics as to causes of death in Canada.</li> <li>Discuss what Alberta is doing to combat and treat diseases such as cancer, arthritis, tuberculosis, poliomyelitis, etc.</li> <li>Assign an essay on the topic, "How I Can Contribute Toward an Improved Health Picture in Canada."</li> <li>Select a panel of three students to present the topic, "Common Health Practices That Should Be Observed".</li> <li>Appoint committees to investigate and report on causes and relative</li> </ol>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE:</p> <ol style="list-style-type: none"> <li>OF SOCIAL CONCERN FOR HIS PART IN CANADA'S HEALTH;</li> <li>OF RESPONSIBILITY FOR THE RECOGNITION OF PROBLEMS ASSOCIATED WITH HEALTH.</li> </ol> <ol style="list-style-type: none"> <li>To determine appreciation by the students of death causes, jumble a list of causes and ask the class to arrange them in order.</li> <li>Prepare an objective test to determine the understanding that the students have gained of the diseases discussed in this section.</li> </ol>	<p><i>Canada Year Book.</i></p> <p><i>Organization and Services, Department of Health.</i></p> <p>Mortality rates available from insurance companies.</p>

that discussion does not unduly alarm students, especially those who are somewhat introspective.)

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT AN EFFECTIVE BUDGETTING OF ONE'S RESOURCES IS ESSENTIAL FOR THE MAINTENANCE OF SOUND HEALTH.

1. Am I always tired?

(a) How should a day be divided in terms of my physical requirements?

(b) How can personal care and grooming serve as a lift to one's spirits?

(c) What dangers exist in over-exertion?

(d) Does lack of sleep have serious effects upon my disposition, and ability to do things?

2. Nerves, what are they?

(a) The nature and purposes of nerve impulses.

(b) Protection they afford us.

(c) Chief nerve centres and agents in the body.

(d) Why nerves become frayed.

incidence in different age groups of the following diseases: Cancer, Heart Disease, Rheumatic Fever, Arthritis, Diabetes.

## II. Health Rules

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:

(1) THE ABILITY TO THINK THROUGH AND APPLY RULES FOR LIVING THAT ARE OF VALUE IN THE MAINTENANCE OF SOUND HEALTH;

(2) THE HABIT OF CONSIDERING HOW BEST TO CONSERVE NERVOUS ENERGY.

1. Discuss with the class factors that may affect one's feelings towards life in general.

2. By class discussion bring out various situations that are bothersome to teen-agers, and encourage comment on how these situations can be faced.

3. With the aid of a diagram explain the parts of the nervous system and have the class suggest how the nerves react to stimuli of various kinds. The students should learn basic terms in order to develop more accurate understanding.

4. By reference to the specific activities in which students engage,

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF AWARENESS TOWARDS THE CAUSES OF MENTAL FATIGUE AND NERVE STRAIN.

1. Prepare either an oral or written test designed to determine relationship of daily habits to personal reactions.

2. Distribute outline maps of the human body and ask students to mark in the parts of the nervous system. These may be listed for direction of student or asked for from memory.

3. Distribute, for review purposes, a list of activities in which students generally engage. Ask them to check off those which may have an effect on their nervous systems.

*Health for You*, Crisp.

*Health Education*, Chittick (Teachers' Reference).

*Health Through Science*, Charters, Smiley and Strang.

*Understanding Yourself*, Menninger (Life Adjustment Booklet).

FILM STRIP

P-1423, Nervous System.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
II. Health Rules—Continued			
(c) What means of control can we exercise with respect to our nervous system?	encourage them to appreciate the values to be gained from exercise, and the dangers resulting from over-exertion.		
	5. Explain, briefly, the kinds and nature of common nervous disorders. Class discussion can be centered on means of avoiding certain of these.		
	6. Ask a student committee to report on means by which students can best avoid placing themselves under nerve strain.		
III. Living Healthfully			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO ASSESS FOOD HABITS IN TERMS OF THEIR EFFECTS UPON HIS TOTAL DEVELOPMENT.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF COMMON SENSE REGARDING HIS FOOD HABITS.	"The Teacher's Guide-book for a Program in Nutrition Education" General Mills, Inc., Minneapolis, Minnesota.
(1) SCIENCE IS MAKING AN IMPORTANT CONTRIBUTION TO HEALTH THROUGH NUTRITION;	1. Since students have had previous discussions in other grades on food habits, review briefly the kinds of foods and the vitamins, and show the relationship of food intake to the activities in which	1. A committee of students should prepare a "True-False" test on eating habits and be asked to assign and correct the test.	(Should this not be available, please consult any standard health text of recent date.)
(2) CARE OF THE BODY YIELDS GOOD RETURNS IN TERMS OF ONE'S FUTURE HEALTH.			
1. Eating to Live:			
(a) What would I include in well-balanced meals for one day?			

<p>(b) Where do candy and soft drinks fit into the picture?</p> <p>(c) Does consumption of food always affect one's weight? Are there any other factors to be considered?</p> <p>(d) Is there any relationship between what I eat and the appearance of my skin?</p> <p>(e) How does the body digest and absorb food?</p>	<p>a person is engaged; for example, diets for athletes.</p> <p>2. A student committee could report on hot lunch programs for schools.</p> <p>3. Obtain wall charts on foods and ask for student reports to determine their understanding of the displays.</p> <p>4. Ask for committee reports on the following:</p> <p>(a) Effects of soft drinks. (Obtain medical opinion if possible.)</p> <p>(b) Relationship of diet to skin and complexion.</p> <p>(c) Food fads.</p> <p>(d) Special diets and their purposes; e.g. for diabetics.</p> <p>5. Prepare a simple chart of the human body and show on it the location of the various organs of digestion. Discuss with the class how each contributes to the process of digestion.</p> <p>6. A glossary of terms associated with the digestive system may be given to the class. Some value may be gained by having the more common terms mastered.</p> <p>7. Discuss some of the more common signs of stomach distress. An</p>	<p>2. The class can be asked to prepare beforehand an outline of the human body and then asked to sketch in, from memory, the parts of the digestive system.</p> <p>3. Summarize the work of this section by a review of good food habits and their relationships to the maintenance of body tone.</p> <p>4. As a review measure ask the class to analyse the reasons behind the statement, "Anyone with a weak heart will not be accepted for insurance".</p> <p>5. Arrange a series of matching statements on the parts of the heart and circulatory system, and their functions. Ask the students to check their answers and determine their own ratings.</p>	<p>References previously listed in this unit will prove helpful.</p> <p>FILMS</p> <p>T-145, Foods and Nutrition.</p> <p>T-151, Fundamentals of Diet.</p> <p>T-206, Heart and Circulation.</p>
<p>2. How the Body Removes Waste:</p> <p>(a) What part is played by each of the following in the removal of waste: skin, lungs, bowels.</p> <p>(b) Proper use of cathartics and laxatives.</p> <p>3. The Heart and Circulatory System.</p> <p>(a) How does the heart function in the circulatory system?</p> <p>(b) How does strain and overwork affect the heart? Is overwork only of a physical nature?</p> <p>(c) What is meant by the term "Athletic Heart"?</p> <p>(d) What are the parts of the circulatory system?</p> <p>(e) How can the blood become a source of body illness?</p>			



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
III. Living Healthfully—Continued			
	examination of indigestion and its causes should be undertaken.		
8.	Assign to individual committees investigation of the function of each of the body parts concerned with waste removal.		
9.	Discuss the value of certain foods in helping to maintain good body tone.		
10.	"There are certain warnings to observe in the use of laxatives." Ask a committee of students to examine this statement and report its findings to the class.		
11.	If possible, show the film T-206, "Heart and Circulation", to see how the heart functions. Otherwise, consult one of the references and prepare a blackboard diagram of the heart to assist in explaining its function.		
12.	Appoint committees to investigate heart disease, its causes, and its effects. Information may be obtained from physicians, insurance companies, etc.		



13. Discuss various blood deficiencies so that students will understand their general nature.
14. Develop class discussion to bring out that teen-agers generally have little to worry about with respect to their health.

#### IV. Safety

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF:	
(1) OBSERVANCE OF SAFETY RULES IS OF VITAL IMPORTANCE IN PREVENTION OF ACCIDENTS;	(1) THE ABILITY TO RECOGNIZE THE PRACTICAL VALUE OF SAFETY MEASURES;	(1) SOCIAL CONCERN TOWARDS THE CAUSES OF ACCIDENTS AND IN ANY GENERAL EMERGENCY;	<i>First Aid to the Injured</i> , St. John Ambulance Handbook.
(2) THE MAJORITY OF TRAFFIC ACCIDENTS ARE PREVENTABLE;	(2) THE SKILL TO AVOID ORDINARY ACCIDENTS;	(2) RESPECT FOR THE LAWS AND RULES CONCERNING SAFETY.	<i>The Workmen's Compensation Act</i> .
(3) EVERYONE CAN AND SHOULD HELP IN CASES OF NATIONAL EMERGENCY.	(3) THE ABILITY TO ADMINISTER FIRST AID TREATMENT IN MINOR ACCIDENTS.		<i>Canada Year Book</i> .
1. Accidents in the Community.	1. Have the students prepare a list of accidents occurring in the community. In discussion ask them to bring out, if possible, the usual causes of these accidents.	1. Arrange for an oral quiz on the causes of accidents.	<i>Health for You</i> , Crisp.
(a) What are the usual traffic rules to be observed by pedestrians and motorists?	2. Appoint a committee to gather information on the number and causes of accidental deaths in Canada. Sources are the Workmen's Compensation Board, the Alberta Safety Council, the Canada Year Book, and life insurance companies.	2. Outline a hypothetical accident in which the man is injured "on the job". Have the class estimate his compensation and his expenses. The balance sheet drawn by the class will show the extent of his financial loss.	Publications of the Alberta Safety Council.
(b) Why is the rate of accidents higher during holiday periods?			
(c) Why are there laws governing safety equipment and first aid training in industry?			

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
IV. Safety—Continued			
(d) "Everyone loses in an accident." What it meant by the term compensation? What is the purpose of the Workmen's Compensation Act and how is it operated?	3. Discuss with the class the statement "Accidents are expensive". 4. Discuss the nature of compensation in industry. The work of the Workmen's Compensation Board should be explained.	3. Ask the students to sort out a "jumbled" list of accidents, by arranging them in order of commonest occurrence.	
	5. In class forum, have the class develop a list of "Don'ts" designed to make themselves more conscious of accident prevention. 6. Prepare a list of suggestions as to the reasons for increase in the accident rate during holiday periods.		
2. First Aid.	In the activities of this section the teacher should obtain from other sources whatever assistance is necessary.	Since the activities are, in the main, self-evaluative no additional exercises are given.	
(a) What is the treatment in cases of severe bleeding from an artery or a vein?	1. Have certain students demonstrate, under direction, the improvising of a tourniquet.		
(b) What are the common causes of suffocation?	2. Discuss in class how to recognize "shock". Develop a clear understanding of steps to take in treating a person suffering from shock.		
(c) What is meant by "shock" and how is it treated?			
(d) What are the proper steps to observe in moving an injured person?			

- (e) What is correct first aid treatment for fractures?
- (f) Why should immediate steps be taken to obtain medical assistance?
3. Our Part in National Emergencies.
    - (a) What recent events in Canada can be classed as emergencies?
  3. Develop with the class a list of situations in which suffocation may occur.
  4. Class instruction should be provided in artificial respiration. All students should be asked to learn the technique and to understand the basic principles pertaining to artificial respiration.
  5. Discuss two or three disasters that have occurred in recent years, explaining the causes leading to them. The class should study measures that can be taken to avoid disasters and steps to take if they are ever in situations where disasters occur.
  6. Investigate certain disasters, such as the Winnipeg Flood and the Rimouski Fire of 1950, in order to find out what had to be done and how it was accomplished.
  7. Develop a basic list of steps to be taken when first aid treatment is indicated.
  8. Discuss the various kinds of fractures. Students should be provided with the opportunity of learning the use of splints and bandages.
  1. Appoint committees to study the work of the Red Cross, particularly in disaster relief, and the work of

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>(b) What part does the Red Cross play in disaster relief?</p> <p>(c) What is the role of the ordinary citizen?</p> <p>(d) How does the "Golden Rule" apply in emergencies?</p>	<p><b>IV. Safety—Continued</b></p> <p>local organizations and groups as well as the sources of funds that permit them to carry on their work.</p> <p>2. When bulletins are issued on Civil Defense the class should study the purpose of the Civil Defense Organization and the role assigned to the ordinary citizen.</p> <p>3. Work out with the class a suggested plan of action that students can follow if disaster were to strike.</p> <p>4. "Everyone gains from a 'Good Neighbor' policy." Have the class discuss this statement in a written essay.</p>		

## UNIT III, GRADE IX

## PERSONALITY

## Point of View

A short statement relating to the development of personality can do little more than draw attention to the usually accepted components of personality. Suggestions may be offered so that students can be encouraged to realize how their everyday behavior influences their attitude toward life in general. If the teacher unwittingly tends to moralize, the student reaction may prove unsatisfactory. The approach, therefore, should seek to obtain from the students their understanding of the right and wrong ways to act socially, of the factors that tend to influence character, and of personal qualities that are considered desirable. There might be an opportunity to discuss from the students' viewpoint the present tendency toward anti-social behavior that is being demonstrated by some teen-agers. Teachers should consider carefully the reactions that are characteristic of the age groups represented in their classes; the "know-it-all" attitude and the desire to assert independence are quite usual and should not be openly condemned. The students need some assurance in their own minds of security, though at the same time they want to be independent.

This unit should provide the opportunity of showing to the students that the real nature of their problems as they see them is appreciated by the teacher. At the same time, they should be encouraged to accept adult guidance which is kindly, unobtrusive, and does not threaten their feeling of freedom. Both teachers and parents should make every effort to understand the peculiar nature of boy-girl relationships and the worries accompanying sexual maturity. The physical changes are accompanied by even more significant emotional ones with the result that young people are subject to moods and flights of fancy. Use of dubious methods for maintaining discipline may result in the development of "blocks" in certain students who are somewhat more introspective by nature. Teachers should be aware of the effects of atmosphere upon the developing personality. They should accept the fact that personality as such is not taught but is influenced by the peculiar sets of conditions that individuals experience.



UNIT III—GRADE IX—PHILOSOPHY AND GOALS  
(Suggested Time Allotment—8 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) A PHILOSOPHY OF LIFE IS ESSENTIAL TO INDIVIDUAL HAPPINESS;</p> <p>(2) RESPECT FOR THE RIGHTS OF OTHERS ENCOURAGES ONE'S ACCEPTANCE BY OTHERS.</p> <p>1. Have I pride in myself?</p> <p>(a) Kinds of pride—false pride which leads to egocentricity as compared to justifiable pride leading to satisfaction and pride in one's self.</p> <p>(b) Desirable and undesirable—the necessity of distinguishing between the two.</p> <p>(c) Pride of accomplishment—the importance of doing work of which we can be justly proud.</p> <p>(d) "Just get by"—Why should I do all my work to the best of my ability?</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE ABILITY TO DISTINGUISH BETWEEN DESIRABLE AND UNDESIRABLE ATTRIBUTES OR QUALITIES;</p> <p>(2) THE SKILL TO DISTINGUISH BETWEEN SINCERITY AND SHAM.</p> <p>1. Give as an essay assignment the subject, "Pride is both a friend and an enemy".</p> <p>2. Discuss with the class the values to be gained from pride of accomplishment. Students should be encouraged to state opinions on its relation to adequate self-appraisal.</p> <p>3. Endeavor to have the students evaluate the effects upon them of doing a job less well than they can do it; the response of employers and other acquaintances to such action.</p>	<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE:</p> <p>(1) OF COOPERATION BY DISPLAYING A WILLINGNESS TO CONSIDER THE RIGHTS AND FEELINGS OF OTHERS AND BY SHARING WITH THEM CHEERFULLY;</p> <p>(2) OF SOCIAL CONCERN BY ATTEMPTING TO CORRELATE HIS NEEDS WITH THOSE OF THE GROUP.</p> <p>1. Ask the class to summarize the effects of the church on community life.</p> <p>2. Develop an objective type test in which the statements are illustrative of strong or weak ethical behavior. The test should direct the students to</p>	<p>PRIMARY</p> <p><i>One Hundred Guidance Lessons</i>, Endicott, Chapter 9.</p> <p><i>4-Square Planning for Your Career</i>, Hamrin, Chapter 2.</p> <p><i>Holy Bible</i>.</p> <p>(a) Ten Commandments.</p> <p>(b) Sermon on the Mount.</p> <p>Additional:</p> <p><i>You and Your Life's Work</i>, Billet and Yeo, Sec. 23, pp. 224-227.</p>

- (c) Am I honest with myself?—The importance of remembering that though we may fool others we cannot fool ourselves.
2. A Philosophy of Life.
- (a) Meaning of "the True and the Good". A thing is good only insofar as it fulfils its purpose.
  - (b) How is religion a stabilizing influence?
  - (c) Religion can be expressed through relations with others—the importance of practicing religious principles.
  - (d) Qualities required to build a sound happy life—the necessity of a good life for a sound and happy life.
- 
1. In class discussion, obtain student understanding of the terms, "Philosophy" and "Ethics".
  2. Develop a discussion on the philosophies represented by such men as Plato, Aristotle, Socrates, Erasmus, with the view to determining their contribution to man's thinking and his code of living.
  3. Develop a discussion on merits of organizations such as the Boy Scouts, Y.M.C.A., Y.W.C.A., or Christian youth organizations in the home community.
  4. Encourage class discussion or written student opinion on the following statements:
    - (1) Concern for the happiness and well-being of others is one of the essentials of the religious spirit.
    - (2) The spirit of religion, properly practiced, can do much to remove the causes of war.
    - (3) What makes for happiness in life?
- 
3. As a review exercise assign an essay on the subject, "The necessity for and advantages of being honest with one's self".
- 
- wards the development of a living code based upon sound principles.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>I. Philosophy and Goals—Continued</b>			
5. Have the class attempt to make a study of modern laws governing social relationships or behavior in relation to the Ten Commandments and the Sermon on the Mount. What evidence can they find of the influence of these old religious codes upon our laws and the social standards of today?			
6. Have the students list illustrations of kindness towards, and consideration of others which they may have noticed recently in their daily associations.			
<b>II. Needs</b>			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT: (1) A PHILOSOPHY OF LIFE IS ESSENTIAL TO INDIVIDUAL HAPPINESS; (2) IN THE SUCCESSFUL FAMILY UNIT EACH MEMBER ASSUMES HIS PROPER RESPONSIBILITIES; (3) FRIENDSHIPS AND ATTACHMENTS CAN EXERCISE CONSIDERABLE INFLUENCE UPON HIS DEVELOPMENT;	THE STUDENT SHOULD SHOW HE HAS ACQUIRED: (1) THE ABILITY TO DISTINGUISH BETWEEN DESIRABLE AND UNDESIRABLE ATTRIBUTES OR QUALITIES; (2) THE SKILL TO DISTINGUISH BETWEEN SINCERITY AND SHAM; (3) THE HABIT OF FOLLOWING ACCEPTED CUSTOMS IN EXTENDING GREETINGS AND COURTESIES TO	THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE: (1) OF SELF-RESPECT THROUGH SELF-DISCIPLINE, AND BY DIRECTING HIS ACTIVITIES INTO WORTHWHILE CHANNELS; (2) OF CO-OPERATION BY DISPLAYING A WILLINGNESS TO CONSIDER THE RIGHTS	<i>Personality and School</i> , Bliss, Chapters 35, 36. <i>4-Square Planning for Your Career</i> , Hamrin, Chapters 4 and 5. Additional Titles: <i>Your High School Days</i> , Detjen and Detjen, Chapters 5 and 6.

THE MEMBERS OF HIS FAMILY AND TO OTHERS WITH WHOM HE COMES INTO CONTACT.	AND FEELINGS OF OTHERS AND BY SHARING WITH THEM CHEERFULLY;	
<p>(4) RESPECT FOR THE RIGHTS OF OTHERS LEADS TO SATISFACTION AND TO GENERAL ACCEPTANCE.</p> <p>1. Release of energy.</p> <p>(a) Safe and unsafe outlets for energy:</p> <p>(1) Desirable.</p> <p>(2) Undesirable.</p> <p>(b) Conditions leading to anti-social behavior. What conditions are conducive to anti-social behavior?</p> <p>(c) How to relieve energy or emotional tensions.</p> <p>(1) Group games.</p> <p>(2) Group social activities.</p> <p>(3) Individual hobbies.</p> <p>2. Moodiness.</p> <p>(a) Ways of overcoming moodiness:</p> <p>(1) Self-realization.</p> <p>(2) Activity in other fields.</p> <p>(b) Talking about one's troubles. What values can be gained from "airing" your troubles?</p> <p>(c) Family council.</p> <p>(1) Natural place for counsel and advice.</p> <p>(2) Parents have wide experience.</p>	<p>(3) OF SOCIAL CONCERN BY ATTEMPTING TO CORRELATE HIS NEEDS WITH THOSE OF THE GROUP;</p> <p>(4) OF RESPONSIBILITY BY ACCEPTING HIS SHARE OF DUTIES IN THE LIFE AROUND HIM AT HOME, AT SCHOOL, AND IN THE COMMUNITY.</p> <p>1. Prepare for pupil use a check list of desirable and undesirable aspects of behavior. Assign this for self-rating by each pupil and prepare from the reports a class distribution. In summary, attempt to obtain student opinion as to practicality of the check list and its possible application to general behavior.</p> <p>2. Summarize the value of pre-time distribution by preparing a chart to illustrate the consensus of class opinion.</p>	<p>1. Have the class consider the various means by which a student can put his energies to use—(a) work, (b) hobbies and handicrafts, (c) sports, (d) community activities, (e) clubs and organized activities.</p> <p>2. Obtain student reaction to the following statement, either by means of a class forum or a written essay: "What is delinquency and what are some of the factors causing it?" Have the class consider the relationship of delinquency to the following: idle time, lack of spending money, lack of self-control, lack of parental and adult understanding, poor living conditions, and lack of recreational areas and equipment, etc.</p> <p>3. Ask the whole class as a committee to investigate the importance of time in providing for a daily program that recognizes the varying needs of the individual.</p> <p>4. "Moodiness is seldom found in people who have developed a concern for others." Have pupils list instances of the necessity for considering the rights and feelings of</p>



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
(d) Considering our blessings. Do we appreciate our blessings or do we take them for granted?	<p align="center"><b>II. Needs—Continued</b></p> <p>others, or in sharing with others, when participating in games and other forms of group amusement.</p> <p>5. Ask the students to list some of the "troubles" that they encounter and obtain their reactions as to the best methods of finding solutions.</p> <p>6. Prepare a class list of the undesirable attributes accompanying moodiness.</p> <p>7. Hold a class discussion on: "Why youngsters go to older relatives for comfort in time of trouble".</p> <p>8. Have members of the class volunteer to exemplify the idea that people are often not conscious of their blessings.</p>		
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE:	<i>Personality and School</i> , Bliss, Part IV, Chapters 40-48.
(1) A PHILOSOPHY OF LIFE IS ESSENTIAL TO HAPPINESS;	(1) THE ABILITY TO DISTINGUISH BETWEEN DESIRABLE AND UNDESIRABLE ATTRIBUTES OR QUALITIES;	(1) OF SELF-RESPECT THROUGH SELF-DISCIPLINE AND BY DIRECTING HIS ACTIVITIES INTO WORTHWHILE CHANNELS;	<i>One Hundred Guidance Lessons</i> , Endicott, Chapter 2.



<p>ABLE INFLUENCE UPON HIS DEVELOPMENT.</p> <p>1. What do I want out of life?</p> <p>(a) My choice of goals — What should I consider in choosing goals?</p> <p>(b) Happiness — how can it be achieved? What constitutes happiness? How does the understanding of happiness vary with people?</p> <p>(c) Men and women who have been successful — What are some of the factors that lead to success? What part does ethics play in success?</p>	<p>(2) THE SKILL TO DISTINGUISH BETWEEN SINCERITY AND SHAM.</p> <p>1. Ask each student to list the goals that he would like to reach, both for self-satisfaction and for the selection of a career. The variety of opinions obtained can be combined into an overall class picture.</p> <p>2. Obtain from the class a list of 20 men and women each of whom made some specific contribution to his age or period and ask a committee to determine, by research, the factors that assisted in making this contribution possible.</p> <p>3. In class discussion attempt to determine the effects of self-indulgence and its relationship to the quality of happiness. The class should be able to determine the values to be gained from having a specific occupational goal in mind. Have them contrast this with the effects of the lack of a specific goal. Care should be taken to avoid much in the way of generalization about occupational goals or the lack of them. The students should be able to express an opinion as to the value of an education and its relationship to the desired occupational goal.</p>	<p>(2) OF CO-OPERATION BY DISPLAYING A WILLINGNESS TO CONSIDER THE RIGHTS AND FEELINGS OF OTHERS AND BY SHARING WITH THEM CHEERFULLY;</p> <p>(3) OF SOCIAL CONCERN BY ATTEMPTING TO CORRELATE HIS NEEDS WITH THOSE OF THE GROUP;</p> <p>(4) OF RESPONSIBILITY BY ACCEPTING HIS SHARE OF DUTIES IN THE LIFE AROUND HIM AT HOME, AT SCHOOL, AND IN THE COMMUNITY.</p> <p>1. Summarize the work of this section by noting some of the qualities that led to success of each of the men and women who made some specific contribution to his age or period.</p> <p>2. Have the class try to rate these qualities in order of importance. The following may be used as a suggested list: Helen Keller, Thomas Edison, Winston Churchill, Abraham Lincoln, Albert Einstein, Florence Nightingale, Louis Pasteur,</p>	<p>Additional Titles:</p> <p><i>A Boy Grows Up</i>, McKown, pp. 191-199.</p> <p><i>Your High School Days</i>, Detjen and Detjen, Chapters 11 and 12.</p> <p><i>Living Your Life</i>, Crawford, Cooley and Trillingham, Chapter 2, Parts 1, 2, 3.</p> <p>FILMS</p> <p>T-774, How to Think.</p> <p>T-777, Developing Your Character.</p>
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Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>III. Code of Living—Continued</b>			
4. Prepare a list of 30 common occupations and a list of qualities that are considered of value in leading to success in the occupational fields. Ask the class to match one or more qualities with each occupation.	Isaac Newton, Mohandas Gandhi, William Caxton, Raphael, Mozart, Pythagoras, Wright Brothers, Henry Ford, Marconi, Cunnard, Shakespeare, Franklin D. Roosevelt, William Wilberforce, James Watt, David Livingstone. Religious leaders may be included but for obvious reasons they have been left to the class to select.		
5. Assign an essay in which the child reveals some personal problem which he feels is making him unhappy. Ask him to analyze this unhappiness in the light of the information at his disposal, and state whether or not it is warranted.		3. Prepare check lists of the factors which contribute to unhappiness; to satisfaction. Ask each student to prepare similar lists and to check his results with your list.	
<b>IV. Friendships and Attachments</b>			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE:	<i>One Hundred Guidance Lessons</i> , Endicott, Chapter 6.
(1) A PHILOSOPHY OF LIFE IS ESSENTIAL TO INDIVIDUAL HAPPINESS;	(1) THE ABILITY TO DISTINGUISH BETWEEN DESIRABLE AND UNDESIRABLE ATTRIBUTES OR QUALITIES;	(1) OF CO-OPERATION BY DISPLAYING A WILLINGNESS TO CONSIDER THE RIGHTS	

<p>(2) FRIENDSHIPS AND ATTACHMENTS CAN EXERCISE A CONSIDERABLE INFLUENCE IN HIS DEVELOPMENT;</p> <p>(3) RESPECT FOR THE RIGHTS OF OTHERS LEADS TO SATISFACTION AND TO GENERAL ACCEPTANCE.</p>	<p>(2) THE SKILL TO DISTINGUISH BETWEEN SINCERITY AND SHAM;</p> <p>(3) THE HABIT OF FOLLOWING ACCEPTED CUSTOM IN EXTENDING GREETINGS AND COURTESIES TO THE MEMBERS OF HIS FAMILY AND TO OTHERS WITH WHOM HE COMES INTO CONTACT.</p>	<p>AND FEELINGS OF OTHERS AND BY SHARING WITH THEM CHEERFULLY;</p> <p>(2) OF SOCIAL CONCERN BY ATTEMPTING TO CORRELATE HIS NEEDS WITH THOSE OF THE GROUP;</p> <p>(3) OF RESPONSIBILITY BY ACCEPTING HIS SHARE OF DUTIES IN THE LIFE AROUND HIM AT HOME, AT SCHOOL, AND IN THE COMMUNITY.</p>	<p>Additional Titles:</p>
<p>1. How to behave as an adolescent.</p> <p>(a) Changes in behavior. What are these changes? Do I understand why they occur?</p> <p>(b) Responsibilities in approaching adulthood. Am I developing an increasing sense of responsibility?</p> <p>(c) Tolerance: Respect for the opinions of others. Why should I try to develop tolerance?</p> <p>(d) Dates. How do I feel about occasional "dates"? If there is a party why is it important to have an equal number of boys and girls?</p> <p>(e) Politeness and consideration for others. Does politeness pay? How can consideration for others affect my own feelings?</p>	<p>1. Request the students to list individually what they look for in a friend, and from these lists obtain a general consensus of opinion.</p> <p>2. Assign to the class or to the individual members essays to be written on the following topics: (a) Politeness pays, (b) My attitude toward my fellow students, (c) friends through thick and thin, (d) One "date" or many friends, (e) Friends should be taken for granted, (f) Why dates are important.</p>	<p>1. Summarize with the class either by means of check lists or an objective test the qualities of friendship. This assignment may take the form of hypothetical cases to which multiple choice answers could be given, or general situations illustrating the opportunity for varied opinions by the students.</p> <p>2. Prepare a n "attitude" test on the material of the section to determine, if possible, the extent to which the students have grown in an appreciation of the specific problems raised by discussion.</p>	<p><i>This Way Please</i>, Boykin, Chapters 1-4.</p> <p><i>Your High School Days</i>, Chapter 9.</p> <p><i>You and Your Life's Work</i>, Chapters 18-20.</p> <p><i>Manners Made Easy</i>, pp. 9-16.</p> <p><i>Questions Girls Ask</i>, Chapters 2 and 3.</p> <p><i>Living Your Life</i>, Crawford et al, Chapter 7.</p> <p>FILMS</p> <p>T-627, You and Your Family.</p> <p>T-537, You and Your Friends.</p>

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>V. Manners and Customs</b>			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW HE HAS ACQUIRED AN ATTITUDE:	<i>One Hundred Guidance Lessons</i> , Endicott, Chapter 7.
(1) A PHILOSOPHY OF LIFE IS ESSENTIAL TO INDIVIDUAL HAPPINESS;	(1) THE ABILITY TO DISTINGUISH BETWEEN SINCERITY AND SHAM;	(1) OF SELF-RESPECT THROUGH SELF-DISCIPLINE, AND BY DIRECTING HIS ACTIVITIES INTO WORTHY CHANNELS;	<i>Personality and School</i> , Bliss, Chapters 33, 34.
(2) THAT RESPECT FOR OTHERS AND THEIR RIGHTS LEADS TO SATISFACTION AND GENERAL ACCEPTANCE.	(3) THE HABIT OF FOLLOWING ACCEPTED CUSTOM IN EXTENDING GREETINGS AND COURTESIES TO THE MEMBERS OF HIS FAMILY AND TO OTHERS WITH WHOM HE COMES INTO CONTACT.	(2) OF CO-OPERATION BY DISPLAYING WILLINGNESS TO CONSIDER THE RIGHTS AND FEELINGS OF OTHERS AND BY SHARING WITH THEM CHEERFULLY;	Additional Titles: <i>This Way Please</i> , pp. 99-111.
1. This is what I should do.	1. Appoint a committee to prepare a list of the ways in which one can develop the art of conversation. The committee should then present these to the class for discussion and additional suggestions.	(3) OF SOCIAL CONCERN BY ATTEMPTING TO CORRELATE HIS NEEDS WITH THOSE OF THE GROUP;	<i>Your High School Days</i> , Chapter 12.
(a) Things I should and should not do.	2. "One should always show respect for his elders." Present this to the class as a forum topic and attempt to obtain its honest opinion.	(4) OF RESPONSIBILITY BY ACCEPTING HIS SHARE OF DUTIES IN THE LIFE AROUND HIM AT HOME, AT SCHOOL, AND IN THE COMMUNITY.	<i>It's More Fun When You Know the Rules</i> , Pierce, Chapters 2 and 10.
(b) Art of conversation: How can it be developed to advantage?	3. Appoint committees to dramatize such situations as exchange of greetings in the home, at the table, with strangers, to a host or hostess.	FILMS	<i>Living Your Life</i> , Chapter 2, Parts 15, 16; Chapters 5 and 6.
(c) Respect for elders: Is this old-fashioned?		1. Obtain from the class a summary of its considered opinions as to the part that good manners play in the	T-618, <i>Are You Popular?</i> T-626, <i>Courtesy Comes to Town</i> .
(d) Exchange of greetings. How should greetings be exchanged in the home, at the table, with strangers, to a host or hostess, in social correspondence.			T-774, <i>You and Your Parents</i> .



4. Have the class list instances of bad manners that they have encountered in various situations.

modern world. Develop a rating scale that the students can use to determine their individual ratings. The class should build the rating scale before it is assigned. Encourage objective thinking and clear analysis by each student.

2. Prepare a list of common customs and ask the members of the class individually to rate them as "desirable" or "undesirable". From the individual opinions it should be possible to obtain general class opinion.

## VI. Family Relations

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:

(1) A PHILOSOPHY OF LIFE IS ESSENTIAL TO INDIVIDUAL HAPPINESS;

(2) IN A SUCCESSFUL FAMILY EACH MEMBER ASSUMES HIS PROPER RESPONSIBILITIES;

(3) FRIENDSHIPS AND ATTACHMENTS CAN EXERCISE CONSIDERABLE INFLUENCE IN HIS DEVELOPMENT;

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:

(1) THE ABILITY TO DISTINGUISH BETWEEN DESIRABLE AND UNDESIRABLE ATTRIBUTES OR QUALITIES;

(2) THE SKILL TO DISTINGUISH BETWEEN SINCERITY AND SHAM.

1. Obtain student reaction to the social pressures that they experience, such as need for spending money, dress requirements, etc.

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE:

(1) OF SOCIAL CONCERN BY ATTEMPTING TO CORRELATE HIS NEEDS WITH THOSE OF THE GROUP;

(2) OF RESPONSIBILITY BY ACCEPTING HIS SHARE OF DUTIES IN THE LIFE AROUND HIM AT HOME, AT SCHOOL, AND IN THE COMMUNITY.

*4-Square Planning for Your Career*, Chapter 13.

Additional Titles:

*Your High School Days*, Chapter 8.

*A Boy Grows Up*, Chapter 6.

*Living Your Life*, Chapter 7, Parts 1, 3, 6, 11, 12.



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
VI. Family Relations—Continued			
(4) RESPECT FOR THE RIGHTS OF OTHERS LEADS TO PERSONAL SATISFACTION AND TO ACCEPTANCE BY OTHERS.	2. Hold a panel discussion on the topic, "Changes in customs since Dad's boyhood".	1. Prepare a "True-False" test on changes in family life brought about by the machine age.	<i>You and Your Family</i> , Chapters 1, 2, 3, 9, 12, 14-20.
1. Reasons for changes in family life.	3. Ask the students to list community activities now available and to divide them from the standpoint of participation as "active" or "non-active".	2. Develop a rating scale to assist in determining the basic requirements for extra-curricular or community activities. Ask the students to score one of their outside activities against this scale in order to determine its value.	FILMS T-775, <i>You and Your Parents</i> . T-627, <i>You and Your Family</i> . T-620, <i>Your Family</i>
(a) Increased industrialization resulting in larger cities with varied living; improved transportation and communication in rural areas.	4. Consider, in the group, suggestions for additional community activities. The class can attempt to develop a list of standards that new activities should conform to.		
(b) Social pressures.	5. Through discussion, have the group arrive at a consensus of opinion as to why a community activity may succeed or fail.		
2. Significant changes in family life.	6. Assign as an essay the topic, "Why is there no place like home?"		
(a) Changes in home living conditions: More comforts; less chores and more leisure time.	7. Have the class develop its ideas 'on the place of the family unit under the headings as listed in the Content.		
(b) Changes in forms of social pressures: Tendency to follow the example of others; effects of motion pictures, magazines, radio; diversified recreation; lack of participation—"spectatoritis".			
(c) Changes as a result of the two World Wars: Changes in location; increase in the number of "broken" homes; changed			

role of women (great increase in employment of women outside the home, "career" women).

### 3. Role of the family.

(a) Cornerstone of social living: Family life gives basic culture; reasons for establishing home; feeling of security, understanding, trust, co-operation; for nurture and basic culture of children.

(b) Backbone of the community and, in turn, the nation: Type of family life affects community life; "The ideals of communities are united to form a nation"; "Democracy is based on the value of the individual"; functioning from the individual home to the community and on to the nation rather than from a central authority down, as in a totalitarian state.

## UNIT IV, GRADE IX

## GROUP LIFE

**Point of View**

Since the Grade IX student is generally brought more into contact with the demands of adult society than are the students in the other grades of the junior high school, and since a percentage of Grade IX students will be entering the employment field in a relatively short time, discussion of group living at this age level should possibly concern itself with duties and responsibilities for citizenship.

The teacher will find that the kind of activity which is of interest and value will vary with the maturity of the group. Under certain circumstances a tendency may exist to moralize about how one should act. It is doubtful if the spirit of group living can be realized by this method. A better approach would possibly be to encourage the kind of activity which will give experience to their natural gregariousness. Discussion should centre around their expressed interests, with due attention to the value to be gained from skilful direction on the part of the teacher.

The topics suggested in the unit are designed to serve as a preparation for responsibilities which they will be asked to assume in their present position as young citizens. As senior students they can be asked to share in the planning and administration of the extra-curricular activities which the school provides. Training of this kind can do much to make them realize in a practical manner the nature of duties. Naturally, the success of student government will depend to a large extent upon their willingness to discharge the responsibilities placed upon their shoulders. This unit should serve to assist them to crystallize their thinking with respect to group associations.

## UNIT IV—GRADE IX—DEVELOPING GROUP ATTITUDES

(Suggested Time Allotment—6 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) HE HAS INDIVIDUAL RESPONSIBILITY TO HIS HOME, TO HIS CHURCH, AND TO HIS COMMUNITY;</p> <p>(2) TO ENJOY GROUP LIVING HE MUST BE FAMILIAR WITH AND ENDEAVOR TO MEASURE UP TO THE QUALITIES THAT A GOOD CITIZEN POSSESSES;</p> <p>(3) SYMPATHETIC UNDERSTANDING OF HIS FELLOWS AND OF THOSE DIFFERING IN RACE AND CREED IS CHARACTERISTIC OF THE MATURE INDIVIDUAL.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE SKILL TO DISTINGUISH BETWEEN FACT AND PROPAGANDA INsofar AS THESE AFFECT HIS GROUP RELATIONSHIPS;</p> <p>(2) THE HABIT OF WEIGHING EVIDENCE CAREFULLY BEFORE REACHING A DECISION;</p> <p>(3) THE ABILITY TO WORK WITH THE GROUP IN DIRECTING OR PARTICIPATING IN AN UNDERTAKING;</p> <p>(4) THE ABILITY TO SUBORDINATE PERSONAL FEELINGS WHEN THEY ARE CONTRARY TO THE WISHES OF THE GROUP, PROVIDING THAT THESE WISHES ARE BENEFICIAL.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE:</p> <p>(1) OF SOCIAL CONCERN MARKED BY EARNEST EFFORT TO IMPLEMENT WHAT EVER DESIRABLE ENDS THE GROUP MAY SEEK SO THAT A PROPER CONCEPT OF DEMOCRACY MAY RESULT;</p> <p>(2) OF REVERENCE TOWARDS A SUPREME BEING, AND A REGARD FOR HIS SUPREME HANDIWORK, MAN-KIND.</p>	<p><i>Personality and School</i>, Bliss, Chapter 36.</p> <p><i>A Girl Grows Up</i>, Fedder, Chapters 1, 5.</p> <p><i>Being Teen-Agers</i>, National Forum Inc., Chapters 28, 32, 33.</p> <p><i>One Hundred Guidance Lessons</i>, Endicott, Lessons 41-47, 14, 74.</p> <p><i>You're Growing Up</i>, pp. 160-162.</p>
<p>1. What have I got out of my group?</p> <p>(a) What do I understand by the term, "loyalties"? e.g. loyalties to social institutions which might be opposed to immediate loyalties to the group.</p>	<p>1. Assign an essay on the subject, "Group Loyalties". Encourage appreciation of what loyalties are and the necessity for evaluating them where a conflict in values might occur.</p>	<p>1. Make a "True-False" test on various positive and negative character traits.</p> <p>2. Use some method to impress individual students with the worth of each nation and the poor taste</p>	<p>FILMS</p> <p>See Part IV, "Group Thinking".</p>

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>I. My Groups—Continued</b>			
<p>(b) To what extent have my groups been concerned with an appreciation of ideals, and their worth?</p> <p>(c) What are the attitudes of my group regarding tolerance of race and religion?</p> <p>(d) Why our group must have a code of values.</p> <p>(e) Why do people worship?</p>	<p>2. Ask the class to list group actions that are positive in their character building effects, and to list those that are negative in their influence on character. The term "delinquency" or "anti-social behavior" might be investigated by the students, so that they can understand its true meaning and how companionship can lead to or away from delinquency.</p>	<p>of students who speak in a derogatory manner of the racial origin of other students. A check list might be developed of the points to consider relating to tolerance and appreciation of the points of view of different nationalities.</p>	
<p>2. My attitude to and within the group.</p> <p>(a) Has the group tended to make me respect opinions of others?</p> <p>(b) To what extent have the individual members of the group been willing to oppose group decision when they felt that this decision indicated the wrong course of action?</p>	<p>3. Have a class discussion on "Anti-Social Behavior." The following headings might guide the discussion:</p> <p>(a) Some of the causes.</p> <p>(b) Some examples they have seen.</p> <p>(c) Can we, as teen-agers, do anything to prevent and discourage such behavior?</p>	<p>3. Arrange a matching test to cover the discussions and work outlined in Suggested Activities number 5.</p>	
<p>(c) What is my opinion about rule of the majority? Can I think of situations where majority rule may not be the wise course?</p>	<p>4. Ask the class to consider how best to approach the question of racial and religious tolerance. Determine which of the following devices can be used for this purpose:</p>		



3. Do I assume my responsibilities to the group?
  - (a) In obeying bylaws of the community am I assuming responsibility to the group?
  - (b) Why is it that in times of emergency individuals in groups react to overcome these emergencies? Why is it that the development of emergency situations often seems necessary to bring out this quality?
  - (c) Certain citizens of the community are interested in various public projects. Why do you suppose these people use their free time for such purposes?
  - (d) What interests have I beyond the satisfaction of my own desires?

(a) An international day in which students of different racial extractions appear in the costumes of their native land, or that of their parents, and arrange a program to include items taken from the songs, literature, folk dances and customs of the different countries.

(b) Set aside a "Canada Day" for some future class period and ask for the production of posters to represent Canada as a "melting-pot" of various nationalities. Original essays, poems, or dramatizations could be requested as a contribution to this day. A flag display centering on the flag of United Nations could be provided for in the classroom. Each student could be given the oath required for Canadian citizenship.

5. In cooperation with the Social Studies teacher, contributions of each nation to the world could be generally outlined, as well as brief biographies of some of the leading figures in the history of each country.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. My Groups—Continued			
	<p>6. A "census" could be taken showing the paternal origin of each child and from this a discussion of how the particular community developed, from where its pioneers came, and the success they achieved in building the community.</p> <p>7. Have the members of the class suggest some of the causes of racial and religious intolerance. What can they, as members of the class group, do to further a more tolerant spirit? What is done by the movie censors in this respect? Can they suggest instances in recent movies where such censoring was done?</p> <p>8. A nation must have its foundations built upon a solid core of religious understanding. Determine from the class how their friendships develop without regard to religious differences. Each one should have a religious faith as a personal matter. Avoid having the class enter into any dis-</p>		

cussion of religious differences. Some of the reasons why people worship are: (a) to express adoration and devotion, (b) to express their confidence and trust in a Divine Being, (c) to obtain a sense of fellowship, (d) to satisfy a feeling of need.

9. Have the class examine the Ten Commandments and note some of their effects in our daily living.
10. Ask the students to select some of the world's great music, literature, and art that is based on religious teachings and religious episodes. "The Robe" and "The Big Fisherman" (Douglas) are books that might be selected.
11. Arrange a debate on the subject, "Resolved that a person should follow his own feelings on a question, rather than submit to the opinion of the group."
12. Ask the class to list community and national projects in which certain agencies are interested for the benefit of the whole, or of a large part of that community.
13. Have the class list illustrations of emergencies in the community where personal feelings were for-

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>I. My Groups—Continued</b>			
	gotten, and the community acted as one to meet the emergency, e.g. Winnipeg Flood.		
	14. Ask the students individually to make a list of their particular interests, dividing these into individual and group interests.		
<b>II Social Institutions</b>			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE:	<i>One Hundred Guidance Lessons,</i> Lessons 14, 40, 71, 73.
(1) HE HAS INDIVIDUAL RESPONSIBILITY TO THE HOME, TO HIS CHURCH, AND TO HIS COMMUNITY;	(1) THE HABIT OF WEIGHING EVIDENCE CAREFULLY BEFORE REACHING A DECISION;	(1) OF CO-OPERATION FOR THE RIGHTS AND FEELINGS OF OTHERS;	<i>High School Life,</i> Chapter 17.
(2) TO ENJOY GROUP LIVING HE MUST BE FAMILIAR WITH AND ENDEAVOR TO MEASURE UP TO THE QUALITIES OF A GOOD CITIZEN;	(2) THE SKILL TO DISTINGUISH BETWEEN FACT AND PROPAGANDA IN SO FAR AS THESE AFFECT HIS GROUP RELATIONSHIPS.	(2) OF REVERENCE TOWARD A SUPREME BEING AND A REGARD FOR HIS SUPREME HANDIWORK, MAN-KIND.	<i>Your High School Days,</i> Chapter 11.
(3) HE HAS A CONTRIBUTION TO MAKE TO THE GROUP AND TO DEMOCRATIC PRACTICE;	1. By group discussion list several qualities of a good citizen.		<i>This Way, Please,</i> Chapter 15.
(4) THE MATURE INDIVIDUAL HAS A SYMPATHETIC UNDERSTANDING OF HIS FELLOWS AND OF THOSE DIFFERING IN RACE AND CREED.	2. Try to obtain voluntarily from the class its reaction to attitudes and their relationship to individual and group development; e.g. their attitude toward stealing or lying might provide a worthwhile discussion.	1. Have each pupil make a self appraisal to see how he "rates" as a citizen. 2. For review purposes assign an essay on the topic.	

<p>1. What are some of the qualities of a good citizen?</p> <p>(a) As a good citizen what is my attitude to myself, my home, my family, my community, and my country?</p> <p>(b) Does the ideal citizen share in community enterprises to the neglect of his own? How would he rate as a friend, as an employer or employee?</p>	<p>3. Dramatize with the class situations where moral values are demonstrated.</p>	<p>“Moral Values Are Necessary to an Individual”.</p>
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:</p> <p>(1) TO ENJOY GROUP LIVING HE MUST BE FAMILIAR WITH AND ENDEAVOR TO MEASURE UP TO THE QUALITIES THAT A GOOD CITIZEN POSSESSES;</p> <p>(2) THE INDIVIDUAL HAS A CONTRIBUTION TO MAKE TO THE GROUP AND TO DEMOCRATIC PRACTICE;</p> <p>(3) SYMPATHETIC UNDERSTANDING OF HIS FELLOWS AND OF THOSE DIFFERING IN RACE AND CREED IS CHARACTERISTIC OF THE MATURE INDIVIDUAL.</p> <p>1. Do I play the game?</p> <p>(a) To what extent am I a member of the team? Do I consider</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:</p> <p>(1) THE HABIT OF WEIGHING EVIDENCE CAREFULLY BEFORE REACHING A DECISION;</p> <p>(2) THE ABILITY TO WORK WITH THE GROUP IN AN UNDERTAKING BOTH AS A LEADER AND A FOLLOWER;</p> <p>(3) THE ABILITY TO SUBORDINATE PERSONAL FEELINGS WHEN THEY ARE CONTRARY TO THE WISHES OF THE GROUP PROVIDING THAT THESE WISHES ARE BENEFICIAL;</p> <p>(4) THE ABILITY TO APPRECIATE THE CONTRIBUTIONS OF PERSONS OF DIFFERENT NATIONALITIES, RACES, AND RELIGIONS TO HIS SOCIAL WELL-BEING.</p> <p>1. Ask students to present their opinions, either written or oral, on the following questions:</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF SOCIAL CONCERN MARKED BY EARNST EFFORT TO IM- PLEMENT WHATEVER DESIR- ABLE ENDS THE GROUP MAY SEEK SO THAT A PROPER CONCEPT OF DEMOCRACY MAY RESULT.</p> <p>1. Make up a “True-False” test on social and anti-social individuals and gang behavior.</p> <p>2. Assign a series of statements in the form of a test dealing with the values of democracy. It might be</p>
		<p><i>Being Teen-Agers</i>, Chapters 5, 29, 30.</p> <p><i>High School Life</i>, Chapter 31.</p> <p><i>Planning Your Life for School and Society</i>, Eastburn, Kelley and Falk, Chapters 1-3.</p> <p><i>One Hundred Guidance Lessons</i>, Lessons 6, 48, 72, 74.</p> <p><i>Personality and School</i>, Chapter 37.</p>

### III. Democratic Living



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>my wishes more important than those of the team?</p> <p>(b) It is probably of little value to moralize on conduct and what it should be. What is my attitude toward the question of conduct? After all I must live with myself.</p>	<p>(a) In hockey two points should be given for an assist and one for a goal.</p> <p>(b) Good sportsmanship is more important than winning the game.</p> <p>(c) A team can learn a good deal from defeats.</p> <p>(d) "They were just lucky to win."</p> <p>(e) Excuse-making is no substitute for hard work and good coaching.</p>	<p>arranged in the form of a "true" or "false" situation.</p> <p>3. Develop with the class a "Code for Canadians" and have some well-known figure in the public life of the community evaluate the findings. Ask the other rooms in the school if they are willing to accept the code as it stands or are prepared to revise it.</p>	
<p>2. Do I accept "new Canadians" as members of the community? What are their needs and my responsibilities?</p> <p>(a) What has Social Studies taught me about true democracy?</p> <p>(b) Do I pay lip-service in welcoming new Canadians or am I really willing to learn to know and appreciate them?</p> <p>(c) How good am I at foreign language? Would I like to be placed in a similar situation to those who have recently come to Canada? What are the needs of strangers in a strange land? How can I best help them?</p>	<p>2. Appoint a committee to prepare a list of statements on sportsmanship applied both to organized games and life situations. Have the committee divide the class into two teams and determine which of the teams is able to defeat the other. The preparation of the statements will require a good deal of care and skill.</p>		

### III. Democratic Living—Continued

(d) What spirit should be encouraged in these newcomers? If they find difficulty accustoming themselves to our way of life, how can we help?

3. Select another committee to prepare clues for two well-known figures in the sporting world in answer to the question "Who am I?" The committee will conduct the "radio" quiz and the class will serve as listeners.
4. Ask a panel of students to present its combined opinions on the statement, "Conduct is a personal matter. After all the gang is made up of individuals".
5. Ask each student to list reasons why boys or girls like to meet in groups or gangs.
6. Ask each of two students to report to the class his feelings on the subject, "What is democracy?"
7. As a class project endeavor to list the ways in which the members of the class can be of assistance to new Canadians who have recently come to this country.
8. Ask the class to consider what we expect of these newcomers and what they in return might expect of us.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
IV. Group Thinking			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT HE DOES CONTRIBUTE TO THE SPIRIT OF CO-OPERATION AND, IN SO DOING, REFLECTS HIS CONCERN FOR THE OPINIONS OF OTHERS.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED: (1) THE ABILITY TO CO-OPERATE IN A GROUP ACTIVITY; (2) THE ABILITY TO RECOGNIZE THE NEED FOR A "SCHOOL SPIRIT"; (3) SKILL IN GAINING SELF-CONFIDENCE;	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE: (1) OF CO-OPERATION MARKED BY CONSIDERATION FOR THE RIGHTS AND FEELINGS OF OTHERS; (2) OF SOCIAL CONCERN MARKED BY EARNEST EFFORT TO IMPLEMENT WHATEVER DESIRABLE ENDS THE GROUP MAY SEEK SO THAT A PROPER CONCEPT OF DEMOCRACY MAY RESULT.	<i>Group Processes in Supervision</i> , price \$1.25, N.E.A. book. Association for Supervision and Curriculum Development, 1201 Sixteenth S., N.W., Washington 6, D.C. (This booklet should prove helpful as a teacher's reference.)
1. Are my ideas always right? Do I respect the opinions of my school-mates and my family? Do I give way when I am in the wrong? (a) How does a sense of humor help to make one realize the need for respecting the opinions of others? (b) Some of us are more self-confident than others. How can we help those who lack self-confidence? (c) How does success with ideas build confidence in certain of my fellow students? (d) In the family do we recognize the right of every member to contribute ideas?	1. Have a class discussion on the "rights" and "duties" of students at school. 2. Assign to each student the listing of the "rights" and "duties" of each member of the family. 3. Arrange for a "family council" of four students, representing the father, mother, sister, brother. They might discuss any home problem which causes dissension; e.g., driving the family automobile, use of telephone or radio, allowances, time to be in at night. 4. Have a committee report on "telephone manners". 5. Distinguish for the class the meanings of the terms, "confidence"		<i>One Hundred Guidance Lessons</i> , Lessons 1-3, 7, 11-13, 52-55, 74-78.  <i>Planning Your Life for School and Society</i> , Chapters 9, 11.  <i>A Boy Grows Up</i> , Chapters 5, 6.  <i>A Girl Grows Up</i> , Chapters 2, 4, 5, 6.  <i>This Way, Please</i> , Chapters 13-15.
2. How can I do my part to build a school spirit that will do credit to the school and me?			

- (a) How do I distinguish a poor sport from a good one?
- (b) Winning games helps to build a school spirit. How can losing games also contribute to school morale?
- (c) How does courtesy help me in my relationships with my fellow students and teachers?
- (d) What are some of the things that break down school spirit? Can I suggest ways and means of overcoming them?

dence" and "self-confidence". Ask the students to make a list of some of the ways in which a person's self-confidence may be built up. They should also be encouraged to suggest how over-confidence is to be avoided.

6. Prepare a list of attitudes relating to one's confidence. Ask the student to check off those in which he feels he is weak. Keep results confidential and try to develop ways and means through class discussions and individual counseling to assist particular students with their stated difficulties.

7. Ask each student to think of an idea for some new device or project that might be planned, and ask them to outline steps in the process as far as possible. Some members of the class will be able to carry through the idea nearly to completion. The effect of this exercise should be to encourage creative thinking.

8. Divide the group into two large committees. Have each group appoint a chairman and a secretary. Assign to one committee the task of building and organizing a constitution for a "service club" to

*d r e d Guidance Lessons*, page 181, or one of a similar nature. They should rate themselves.

Life Adjustment Booklets:  
*Getting Along With Brothers and Sisters*, Ullman.

*Getting Along With Others*, Shaeter.

*How to Live With Parents*, Jenkins and Neuman.

*Growing Up Socially*, Weitzman.

#### FILMS

University of Alberta:  
A1655-6, Telephone Courtesy.

Department of Education  
Audio-Visual Aids:

T-682, Obligations.

T-703, Act Your Age.

T-739, Developing Friendships.

T-479, Shy Guy.

T-618, Are You Popular?

T-654, Discussions in Democracy.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>IV. Group Thinking—Continued</b>			
	comprise all students in Grades VII to IX. Ask them also to select two possible projects to engage the activities of the group. The second large committee might be asked to build a scrapbook on the school and its activities, the finished product to be sent to a neighboring school or one across the seas. This committee can find much in the way of suggestion in the activities of the Junior Red Cross.		T-627, You and Your Family. T-537, You and Your Friends. T-620, Your Family. T-775, You and Your Parents.
	9. Plan a courtesy campaign in the class for one day or one week and have student representatives determine whether or not this can be expanded to include the whole school. Careful preparation should be made so that it can be of practical value at the student's level.		
	10. Plan for a class competition on the subject of "Ideas for the Maintenance of a Good School Spirit". This should include some of the things that tend to break down school spirit.		



11. Provide for a dramatization of a situation in which a poor sport "meets his match," in a good sport.

12. Arrange for a game (softball, basketball, hockey) with a neighboring school. Decide what you can do to support your school team, and give the visiting school a good time.

### V. Leisure Time Activities

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT:

(1) LEISURE TIME SHOULD BE SPENT USEFULLY;

(2) HE HAS A CONTRIBUTION TO MAKE TO THE GROUP AND TO DEMOCRATIC PRACTICES.

1. How can my participation in extracurricular activities be of value?

(a) How much leisure time have I at present? How am I spending it?

(b) What are some objections to serving only as spectators in games? If I am not good at a game what part can I take? (Coach, trainer, etc.)

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:

(1) THE HABIT OF SPENDING HIS LEISURE TIME USEFULLY;

(2) THE ABILITY TO WORK WITH THE GROUP IN THE DIRECTION OF AN UNDERTAKING AS A PARTICIPANT RATHER THAN A "JOINER".

1. Ask the class to list the activities they participate in at school (in addition to class work), and at home.

2. Arrange for a debate on the subject, "Resolved that group leisure time activities are of more value than leisure time activities of an individual nature".

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF SOCIAL CONCERN MARKED BY EARNEST EFFORT TO IMPLEMENT WHATEVER DESIRABLE ENDS THE GROUP MAY SEEK, SO THAT A PROPER CONCEPTION OF DEMOCRACY MAY RESULT.

1. Have each student draw up a day's time chart to show how his time is distributed. From all of these charts have the pupils draw up an average time chart showing the time that can be allotted to hobbies, group work, etc.

*Planning Your Life for School and Society*, Chapter 13.

*Your High School Days*, Chapter 5.

*One Hundred Guidance Lessons*, Chapters 9, 59, 65.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
V. Leisure Time Activities—Continued			
(c) What leisure time activities can I include in my list that will not prove expensive?	3. Discuss with the class the effects of gambling, in the form of wagers, bribes, etc., upon organized sports.	2. Ask the class to evaluate this statement, "Louise is so clever she can belong to as many clubs as she wishes".	
VI. Leaders and Followers			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF CO-OPERATION MARKED BY CONSIDERATION FOR THE RIGHTS AND FEELINGS OF OTHERS.	<i>Planning Your Life for School and Society</i> , Chapters 12, 13. <i>A Boy Grows Up</i> , Chapters 2, 9. <i>One Hundred Guidance Lessons</i> , Lessons 47, 86.
(1) HE HAS INDIVIDUAL RESPONSIBILITY TO HIS HOME, HIS CHURCH, AND HIS COMMUNITY;	(1) THE SKILL TO DISTINGUISH BETWEEN FACT AND PROPAGANDA INsofar AS THESE AFFECT HIS GROUP RELATIONSHIPS;	1. Ask each student to evaluate the correctness of a number of general statements that you prepare. In class discussion endeavor to show the strengths and weaknesses of the class position in respect to each statement.	FILMS Department of Education: T-654, Discussions in Democracy.
(2) TO ENJOY GROUP LIVING HE MUST BE FAMILIAR WITH AND ENDEAVOR TO MEASURE UP TO THE QUALITIES THAT A GOOD CITIZEN POSSESSES;	(2) THE HABIT OF WEIGHING EVIDENCE CAREFULLY BEFORE REACHING A DECISION.		
(3) CLEAR THINKING ON GENERAL ISSUES IS VITAL IF HE IS TO MAKE A CONTRIBUTION TO SOCIETY.	1. Obtain from the students their understanding of how leaders in their community, such as council members, were selected to stand for the positions that they hold.		
1. How followers are important to the health and welfare of the community.	2. "If you want to have a job well done go to the busiest man in town." Ask members of the class to debate this statement. Perhaps from the results achieved the students will realize the weakness of	2. Make up a "True-False" test of well known statements and proverbs, some of which are proven truths, others fallacies.	
(a) If I am not able to lead why should I be willing to follow directions?			

- (b) In community life why is it so important that the people do as the leaders request, such as obeying regulations governing the sale of food, inoculation campaigns, garbage collection?
- (c) What help did Banting receive from others in the discovery of insulin?
2. Propaganda must be analysed.
- (a) What means can I use to assist me in gaining a clear picture of important questions? What help will I receive from news agencies such as the radio, newspapers, etc.?
- (b) Why should I sift this material carefully?
- (c) How does the use of the ballot place a responsibility on every citizen to sort out information carefully?
- (d) Do I agree with the kind of things that comic books display?
3. How must each member of the class serve as a follower as well as a possible leader? Ask them to consider this in terms of obeying regulations and bylaws that have been imposed upon the community.
3. Make up matching questions on well-known leaders in community and national life, and the projects or enterprises with which they are associated.
4. Make up a "Who am I?" test on the contributions of well-known persons in the field of medicine, both ancient and modern (health heroes, recent scientists, etc.)
4. Prepare with the aid of the class a list of qualities for both a leader and a follower. Ask each student to arrange these qualities in order of importance as he sees it.
5. Lead the class in a discussion of the contributions made by research workers in the field of medicine leading to such discoveries as insulin, the sulpha drugs, penicillin, etc. Are these research workers leaders or followers?
6. Assign for discussion the question, "Why must a follower learn to think through the task he has been assigned?" Try to have the students list some of the dangers that may result from unquestioned obedience to the leader.
7. Try to have the class define their impressions of the value to be gained from good leadership. This

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<b>VI. Leaders and Followers—Continued</b>			
	might be considered in terms of:		
	(a) the leader of a flight of geese.		
	(b) the leader of a flock of sheep.		
	8. Appoint a committee to conduct research into the question of "What is Truth" and how truth may be determined in its application to written statements.		
	9. Direct a panel of three students to discuss the question, "Can I always believe what I read?"		
	10. "World powers use means of communication such as the radio, the newspaper, etc., to mold public opinion of their people in order to accomplish certain ends." A statement such as the above should be carefully analyzed by the students and an effort made to determine the truth of it.		
	11. Ask the class to list some of the reasons why people in the community and the country at large do not vote at election time. En-		

deavor to determine the student's viewpoint on possible dangers that might arise from not using the ballot.

(a) Prior to class or school elections, encourage the making of posters and slogans to interest students in elections, e.g. "Vote as you like, but vote!"

(b) In Australia, voting is compulsory. Debate the wisdom of this statement.

12. Class discussions might be centred around the following statements:

(a) Crime programs on the radio are partly responsible for delinquents breaking the law.

(b) Comic books are of considerable value.

(c) The "movies" are built upon plots that are untrue to life.

(d) We are entitled to play as well as to work.

(e) Since we are now approaching adulthood we should be allowed to do pretty well as we want.



UNIT V, GRADE IX  
EDUCATION AND THE WORLD OF WORK

**Point of View**

This unit is an attempt to emphasize the value of educational preparation for a career and to bring to the student's attention the personal qualities that are necessary for success in any field of work. It presents an overall picture of job fields and occupational opportunities and of the factors that one should consider in selecting a career. Stress should be placed upon the advantages accruing to the individual through continued education and the desirability of fostering proper attitudes towards work.

The approach is a general one and in the nature of an overview. It should be kept in mind that a percentage of students will be leaving school on completion of Grade IX. They will need assistance in arriving at a decision about a career and in familiarizing themselves with job requirements. Specific aspects may be discussed according to pupil needs. Though it may appear that there is a certain amount of repetition with Units IV and V of the Grade X course it is felt that too much emphasis cannot be placed upon such topics as application for a job, the personal interview, deportment and dress, since they are of vital importance in meeting the competition encountered in job seeking. The treatment will vary according to the particular needs of the group. The Grade X course provides for a much more detailed approach.

UNIT V—GRADE IX—EDUCATION AND THE WORLD OF WORK  
(Suggested Time Allotment—8 weeks)

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
I. Planning			
THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT THE SELECTION OF A CAREER REQUIRES AN EXAMINATION OF PERSONAL QUALITIES AND INTERESTS AND A BASIC UNDERSTANDING OF THE WORLD OF WORK.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO SEE THE RELATIONSHIP OF APTITUDES, ABILITIES AND INTERESTS TO SUCCESS IN A PARTICULAR FIELD OF WORK.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF SCIENTIFIC ANALYSIS THAT WILL CAUSE HIM TO EXAMINE OBJECTIVELY HIS STRENGTHS AND WEAKNESSES AND THEIR RELATIONSHIP TO CONSIDERATION OF VARIOUS JOB FIELDS.	<i>4-Square Planning for Your Career</i> , Hamrin, Chapters 10, 6, 7, 8.  Vocational Guidance Chart available upon request from The Grolier Society, 85 Richmond St., Toronto, Ontario.  <i>One Hundred Guidance Lessons</i> , Encicott.  Published Census Bureau reports may be obtained from the Bureau of Vital Statistics giving a bird's-eye view of occupations.
1. Overview of Job Families. (a) How many major job fields are there? (b) What is the difference between professional and semi-professional families? (c) What is skilled labor as compared with unskilled labor?	1. Appoint a committee to examine and report on the professional and semi-professional occupations that exist in Alberta. 2. Examine and report on the kinds of skilled labor industries require. 3. Discuss with the class the importance of unskilled labor. 4. Discuss with the class the qualities common to most occupations. 5. Have the class list the personal qualities that are generally responsible for lack of success.	1. Prepare an objective test on the qualities leading to success, and lack of success, in a vocation. 2. Prepare a fairly complete list of jobs available to students. Have the students consider the basic educational level that is considered desirable for each job.	
2. What combination of aptitudes, abilities and interests make for success in a particular field of work? (a) What would I include in a chart of aptitudes, abilities and interests for two sample occupations taken from each of the job families?			

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>(b) What are the factors that might lead to success in any three occupations?</p> <p>(c) What are some personal qualities that might make it difficult for me to be successful in the above.</p> <p>(d) In (b) above what qualities do I find common to all occupations?</p>	I. Planning—Continued		
<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT DETAILED EXAMINATION OF THE PARTICULAR OCCUPATION AND ASSOCIATED FIELDS WILL PROVIDE ESSENTIAL INFORMATION UPON WHICH TO BASE HIS CAREER CHOICE.</p> <p>1. Importance of understanding the law of supply and demand of labor.</p> <p>(a) What are the fields where employment is expanding?</p> <p>(b) Where can be found information to show that particular fields are expanding or contracting?</p>	II. Job Opportunities		
	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO EVALUATE SUCCESSFULLY JOB OPPORTUNITIES.</p> <p>1. Illustrate the meaning of the term "supply and demand," by explaining its application to any familiar commercial commodity.</p> <p>2. List Alberta's major industries and indicate in which of these the demand for labor is increasing.</p> <p>3. Appoint committees to investigate the situation with respect to teaching and merchandising. Farming</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF SCIENTIFIC ANALYSIS THAT WILL CAUSE HIM TO CONSIDER OBJECTIVELY VARIOUS JOB FIELDS.</p> <p>1. Have the students illustrate their understanding of the law of supply and demand by reference to the agricultural industry. Investigate several branches.</p> <p>2. Prepare a check list for student use, of the factors</p>	<p>Vocational Films may be obtained from the Audio-Visual Aids Branch.</p> <p>Information on Alberta trends may be secured from the National Employment Service or from the Guidance Branch, Department of Education.</p> <p>The daily newspaper and certain radio programs will prove helpful as an up-to-the-minute survey.</p>

(c) Where would I place teaching and merchandising in a chart of Alberta occupations?	could be included. Let the pupils try to account for their findings.	and conditions of work about which a person interested in employment should have information. Include in the list irrelevant factors in order that the students be encouraged to think through each item carefully.	<i>4-Square Planning for Your Career</i> , Hamrin, Chapter 11.
2. What educational opportunities exist in Alberta today?	4. Obtain information about the National Employment Services by writing the nearest office. Offices are located in Edmonton, Calgary, Red Deer, Lethbridge, Medicine Hat, Drumheller, Blairmore, Edson and (for the Peace River Block) Dawson Creek, B.C.	Government reports of Department of Industry and Labor, and Economic Affairs. You may obtain from the latter "Alberta at a Glance".	
(a) What agencies can assist me in obtaining information about job openings?	5. Hold a group discussion on possible information that could be obtained about supply and demand from: construction, bank clearings, international trade agreements, international relations, crop conditions.	3. As a summary for the discussion on the employment for the physically handicapped prepare a master chart of the kinds of work these people could do, e.g.—the blind and visually handicapped, the hard of hearing, the paraplegic (partially paralyzed) and those with heart trouble.	<i>Handbook of Job Facts</i> , Frankel.
(b) Of what value is the newspaper in providing such information?	6. List factors that exert influence on local conditions of supply and demand in labor.		
(c) What international, national, provincial and local factors can affect occupational opportunities?	7. List the major physical handicaps that affect people and consider the kinds of work which people with those handicaps can do.		
3. Relationship of vocational opportunity to physical defects.	8. Group discussion on the following statement: "In some kinds of work the physically handicapped can perform tasks just as well, if not better, than those without handicaps."		
(a) Can the physically handicapped do a particular kind of job as well as the person without a handicap?			
(b) Should we place the physically handicapped in any job for sympathetic reasons?			
(c) How can we best assist fellow workers who have physical handicaps?			
(d) What suitable jobs are there for the physically handicapped?			



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT CERTAIN PERSONAL FACTORS ARE NECESSARY TO SUCCESS IN ANY JOB FIELD.</p> <p><i>Stress should be placed on the relationship of education, in the form of further schooling, advanced training, etc., to job success.</i></p> <ol style="list-style-type: none"> <li>Success depends upon a variety of factors: mental ability, physical health, general physique, aptitudes, interests, education, appearance, personality and character.</li> <li>Why is it important to match these various factors with the job I have in mind?</li> <li>Where would I place happiness and satisfaction in the above list?</li> <li>How would a prospective employer rate the above factors in considering an employee?</li> <li>Am I in a position now to rate myself in the light of the above factors?</li> <li>Why is it important to have some idea of the relationship of these factors?</li> </ol>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO EVALUATE SUCCESSFULLY JOB REQUIREMENTS.</p> <ol style="list-style-type: none"> <li>Each student might select two local people, who are known to be successful in their occupations, and list the qualities each possesses that help to account for such success.</li> <li>Ask each student to list the factors that he considers important in selecting a job. Ask each to rate himself or herself in terms of these factors and to what degree they are possessed:               <ol style="list-style-type: none"> <li>to a great degree.</li> <li>to an average degree.</li> <li>to a less than average degree.</li> </ol> </li> <li>Ask students to present evidence to indicate their possible degree of success "on the job" insofar as their school work is concerned.</li> </ol>	<p>THE STUDENT SHOULD SHOW HE HAS ACQUIRED A SCIENTIFIC ATTITUDE IN RESPECT TO AN ANALYSIS OF THE FACTORS LEADING TO JOB SUCCESS.</p> <ol style="list-style-type: none"> <li>Prepare a multiple choice test on the qualities of leadership. Use suggestions brought forward by the students in group discussion.</li> <li>Prepare a number of statements that indicate reasons for lack of job success. Intersperse statements of qualities leading to success. Ask the students to write down all the statements and to tick off those that are negative or lead to lack of success on the job.</li> <li>Prepare a rating scale of personal qualities that assist in developing good study habits. Ask each student to check the particu-</li> </ol>	<p><i>One Hundred Guidance Lessons</i>, Endicott, Chapter 2.</p> <p><i>Planning for Your Career</i>, Hamrin, Chapter 8.</p> <p><i>A Boy Grows Up</i>, McKown, Chapter XVI.</p> <p><i>What Employers Want</i>, Worthy Life Adjustment Booklet, W. J. Gage and Company.</p> <p>Additional Title:</p> <p><i>How to Get and Hold the Job You Want</i>.</p>



lar qualities listed that are of value in business.

4. Selecting two occupations common to Alberta's economy, list the qualities a person should possess to make a success of these occupations. Include in the list for each occupation a number of irrelevant statements. These irrelevant statements are to be crossed out.

#### IV. Training Required

THE STUDENT SHOULD SHOW HE HAS ACQUIRED A GENERALIZATION THAT DETAILED EXAMINATION OF THE PARTICULAR OCCUPATION AND ASSOCIATED FIELDS WILL PROVIDE ESSENTIAL INFORMATION UPON WHICH TO BASE HIS CAREER CHOICE.

##### 1. Part-time Jobs.

- (a) What can be learned from this experience; kinds of part-time jobs available in the community.
- (b) Duties and responsibilities that one may learn from part-time work.

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO EVALUATE HIS PERFORMANCE BOTH IN SCHOOL WORK AND IN JOB EXPERIENCE.

1. Have the class appoint a job-selection committee to analyse the job possibilities in the community for part-time work (afternoon or Saturday). The committee can present its report and obtain additional suggestions.
2. Ask each member of the class to list some duties and responsibilities that students could expect to assume from various kinds of part-time work.

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF SCIENTIFIC ANALYSIS THAT WILL CAUSE HIM TO EXAMINE OBJECTIVELY HIS STRENGTHS AND WEAKNESSES AND THEIR POSSIBLE RELATIONSHIP BOTH TO HIS HIGH SCHOOL WORK AND TO A CONSIDERATION OF VARIOUS JOB FIELDS.

1. The class evaluates the nature of each job from the standpoint of work experience.

*A Boy Grows Up*, McKown, Chapter 16 (School Book Branch).  
*School Subjects and Jobs*, Schloerb, Life Adjustment Booklet.  
*Discovering Your Real Interests*, Kuder and Paulson, Life Adjustment Booklet.  
*Getting Job Experience*, Christenson, Life Adjustment Booklet.  
*School Courses and Related Careers*, Bacher and Berswitz.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p align="center"><b>IV. Training Required—Continued</b></p>			
(c) The harmful effects that may develop from this kind of work.	3. Discuss with the class careless habits and other harmful effects that might develop from such work.	2. Ask the class to prepare a list of factors that the student should keep in mind in selecting out of school work and number them as to their importance.	<i>4-Square Planning for Your Career</i> , Hamrin, Chapters 3, 5, 6, 7, 9, 10.
2. Should my summer or after school job be carefully selected? (a) How may part-time or summer work aid in my choice of a life career?	4. Have the class divide into committees to carry out the following assignments: (a) What jobs would we place in a list of those that might be beyond our capabilities? (b) Why would we be willing to accept kinds of work that offer wider fields of interest and experience? (c) What advantages do we receive from the well organized planning of our vocations?	3. Prepare a list of the qualities Grade IX students consider desirable in relationship to part-time work. Each student should prepare a personal list first and compare with the teacher's list.	
(b) What limitations do my age and physical condition place upon choice of work? What jobs would I place in a list of those that might be beyond my capabilities? (c) What would be the value of choosing the kind of work that widens fields of interest and experience? (d) What advantages come to me from the well organized planning of my vocation?	5. Discuss with the class the purpose of standardized tests and interest inventories in sufficient detail only that they may understand the general principles.		
3. How can tests help me in selecting a job? (a) What information can I obtain from standardized tests and interest inventories?	6. Select those students of more mature years and ask them to complete an interest inventory such as the Kuder Preference Record. Select one of the completed inven-		

- (b) If I complete an interest inventory such as the Kuder Preference Record, how would it help me to organize my thinking with respect to summer work, and the possible choice of a life career?
- (c) If I am interested in things mechanical, what skills or abilities should I possess to make satisfactory progress in a job of a mechanical nature?
- (d) What qualities should a person have in order to do well in a clerical career?
- (e) What relationships exist between school subjects and occupations?

tories and discuss with the class the strong areas indicated on the pro-file and the possible jobs that combinations of interest indicate should be investigated. The consent of the student concerned should first be gained.

7. Examine with the class in detail the various skills and abilities that a particular aptitude, such as mechanical aptitude, requires. This list should be carefully compiled so that students will see the need for a carefully examination of job requirements.

## V. Dignity of Labor

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT ONE MUST HAVE A SOUND CODE OF ETHICS UPON WHICH TO BASE HIS WORK EXPERIENCE.

1. What do we mean by the term "the dignity of labor"?
2. What is the importance of particular jobs in our general economy?
3. What are our provincial regulations respecting collective bargaining?

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO SEE THAT JOB SATISFACTION RESTS TO A DEGREE UPON PROPER JOB CHOICE AND PERSONAL APPLICATION.

1. Group discussion. Topic: "All jobs are important."
2. The group chooses a committee to investigate and report on the term "collective bargaining", and the provincial regulations governing collective bargaining.

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A PROPER ATTITUDE TOWARD THE ETHICS OF ORGANIZED LABOR AND FOR PROFESSIONAL GROUPS WITH WHICH HE MAY LATER BE ASSOCIATED.

1. Prepare a test by listing the qualities needed for any two occupations common to the Alberta economy such as Farming and Storekeeping. Add a num-

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>4. "If a job is worth doing it is worth doing well" Do I subscribe to this statement?</p>	<p>Information may be obtained from the manual "Our Provincial Government" or the Department of Industries and Labor, Edmonton.</p>	<p>ber of irrelevant statements and have the pupils draw lines through them. On completion, discussion will show where pupils have erred in selection.</p>	
V. Dignity of Labor—Continued			
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT THERE ARE CERTAIN PERSONAL QUALITIES THAT MAKE FOR SUCCESS.</p> <ol style="list-style-type: none"> <li>1. What do I understand by the term "occupational misfit"?</li> <li>2. What would indicate that a person is an occupational misfit?</li> <li>3. What steps can be taken by firms or individuals to reduce the possibility of a person becoming an occupational misfit?</li> </ol>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO EVALUATE HIS PERSONAL QUALITIES IN THE LIGHT OF POSSIBLE JOB REQUIREMENTS.</p> <ol style="list-style-type: none"> <li>1. Discuss with the class various definitions of the term "occupational misfit", and have them list the personal qualities of the occupational misfit, and conditions that may have contributed to this condition.</li> <li>2. A committee of students could be asked to interview the owner of a business or the personnel manager of a large firm to determine from him what steps might be taken to reduce the possibility of a person becoming an occupational misfit.</li> </ol>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE LEADING TO SOCIAL COMPETENCE WHICH WILL ASSIST HIM IN OVERCOMING OBSTACLES THAT HE MAY ENCOUNTER.</p>	
VI. Occupational Misfits			



## VII. Applying for a Job

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO CONDUCT HIMSELF CORRECTLY IN A JOB INTERVIEW EITHER BY WRITTEN OR PERSONAL APPLICATION.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED:
<ol style="list-style-type: none"> <li>1. How can I establish the framework for an interview such as making an application in various ways, setting, time, place, etc.</li> <li>2. What about my personal appearance and grooming for the interview?</li> <li>3. What information should I have about myself before the interview?</li> <li>4. How can I create a good impression during the course of the interview?</li> <li>5. What do I understand by references and how and from whom can I obtain them?</li> </ol>	<ol style="list-style-type: none"> <li>(1) AN ATTITUDE OF WILLINGNESS TO LEARN FROM THOSE AROUND HIM.</li> <li>(2) AN ATTITUDE OF SOCIAL COMPETENCE WHICH WILL ASSIST HIM IN OVERCOMING OBSTACLES ENCOUNTERED.</li> </ol>	<p>One Hundred Guidance Lessons, Endicott.</p> <p>4-Square Planning for Your Career, Chapter 14. Audio-Visual Aids on Vocations.</p> <p>Additional References: <i>Personal Problems</i>, Giesel, Unit 11.</p> <p><i>How to Get and Hold a Job</i>, Larison.</p>
<ol style="list-style-type: none"> <li>1. Dramatize with members of the class an interview with a prospective employer. Have the class criticize the dramatization.</li> <li>2. Select two girls to demonstrate correct and incorrect dress, accessories, make-up, for job seeking. Have the class criticize the make-up, dress, and deportment of the applicants.</li> <li>3. Ask the class to prepare letters of reference in order that they understand what such letters should contain, their proper use, how they solicit references, and how they should express appreciation for these references.</li> <li>4. The class should list points to be observed in creating both a good and bad impression during the course of the interview.</li> <li>5. Have the class prepare a chart showing desirable and undesirable qualities in an employee.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a check list of the steps to be taken in preparing for a job interview. Add a number of irrelevant points. Ask students to mark the pertinent ones only and score the results. Students should compare their ratings to the possible score.</li> <li>2. Write up a hypothetical interview that contains many obvious mistakes. Ask the students to rewrite the interview eliminating as many mistakes as possible. Prepare a scoring "key" against which students can rate their efforts.</li> </ol>	



Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT CERTAIN AGENCIES ARE PREPARED TO ASSIST HIM IN HIS SELECTION OF A POSITION.</p> <p>What assistance can I expect in obtaining a job?</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO USE VARIOUS AGENCIES TO ASSIST HIM IN JOB SEEKING.</p>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF WILLINGNESS TO BENEFIT FROM THE ASSISTANCE THAT OTHERS ARE PREPARED TO OFFER HIM.</p>	<p><i>One Hundred Guidance Lessons</i>, Endicott.</p> <p>Additional Reference:</p> <p><i>How to Get and Hold the Job</i>, Larison.</p>
<p>VIII. Assistance in Getting a Job</p> <p>1. Make a list of the people who can assist you in obtaining a job and list the various ways in which each of these can render assistance.</p> <p>2. Appoint a committee to investigate the services of the National Employment Service. Personal interviews with the N.E.S. where possible would be best.</p> <p>3. Have pupils criticize ads found in periodicals and daily newspapers to see whether errors or omissions may be found. Have them rewrite correctly each ad which obviously does not conform with what is accepted as proper.</p> <p>4. Ask the class to prepare letters of application for various jobs. Attention should be paid to the value of correct form since such a letter is the only means that the prospective employer has initially for sorting out applicants.</p>	<p>1. What assistance can I obtain from the following: parents, teacher or counsellor, friends employed in a similar line of work, successful business men.</p> <p>2. How can the office of the National Employment Service assist me?</p> <p>3. What information should I have from school records?</p> <p>4. What methods can I use for finding job openings?</p> <p>5. If I were to advertise for a position I want, what would I place in the advertisement?</p> <p>6. How can a community survey of job openings conducted by our class help us in getting a job?</p>		

5. Discuss "situation-wanted" ads for various positions. Ask the class to prepare "ads" for hypothetical positions.

## IX. Progress On the Job

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT IF THE CHALLENGE OF A JOB CAN BE MET SUCCESSFULLY, THE RESULTING EASE OF MIND WILL DO MUCH TO INSURE HAPPINESS.

How can one expect to obtain satisfaction from his work?

1. How does selection of a job have a bearing on the question of satisfaction?
2. What can I do in order to learn more about the job?
3. Without developing an interest in my work, I will receive little satisfaction. What can I suggest as ways of developing interest?
4. How can I gain a sound knowledge of the technical details involved in the work?

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO SEE THAT JOB SATISFACTION RESTS TO A DEGREE UPON PROPER JOB CHOICE AND PERSONAL APPLICATION.

1. Each student suggests three ways in which a person can develop or increase interest in the work he is doing.

2. The group could select a committee of three boys to complete the assignment: "If Tom Smith were employed as a salesman for a line of automatic equipment, what advantage would it be to him to know the details of construction and manufacturing that enter into the production of the equipment he sells? How might he gain a better knowledge of the equipment?"

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF RESPONSIBILITY TO JOB CHOICE WHICH WILL LEAD TO PERSONAL SATISFACTION.

1. Prepare two "want ads", one for a job wanted and the other for an available job. Introduce material into the "want ads" that is extraneous or irrelevant and have the students rewrite the "ads" as correctly as possible. Give points for the number of errors corrected.

Content	Suggested Activities	Suggested Evaluation Procedures	Suggested References
<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT CERTAIN STANDARDS OF PROFICIENCY MUST BE ACHIEVED IN HIS JOB EXPERIENCE JUST AS IN HIS SCHOOL WORK.</p> <p>"Companies do not select men for promotion. Men select themselves on the basis of their past performances in getting things done."</p> <ol style="list-style-type: none"> <li>1. What does the above statement mean to me?</li> <li>2. If I am part of a team on the job, how can reduced efficiency on my part affect others with whom I am working?</li> <li>3. If someone else is selected for the promotion what should this indicate to me? Should I look for another job or determine that I will earn the next promotion?</li> <li>4. Favoritism is not usual in considering candidates for promotion. Most businesses do not operate on this principle. What should be my attitude toward favoritism?</li> </ol>	<p style="text-align: center;"><b>X. Promotion</b></p> <p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO DISTINGUISH THE COMBINATIONS OF APITUDES, ABILITIES AND INTERESTS THAT MAKE FOR SUCCESS IN A PARTICULAR FIELD OF WORK.</p> <ol style="list-style-type: none"> <li>1. Have the class prepare a chart listing the various factors that have a bearing on promotion, and ask them to weigh each of these factors in terms of increasing value from 1 to 5 for each factor.</li> <li>2. Class chooses committees to study the effects of team performance in three occupations where team effort is important in getting the job done, e.g. the part that each member of a train crew from engineer to brakeman performs in "delivering the goods".</li> <li>3. Discuss the possible reaction of an individual when he is "passed up" for promotion. Suggestions may be offered by the class as to the means of overcoming the disappointment and benefiting (indirectly) by the experience.</li> </ol>	<p>THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF SOCIAL COMPETENCE WHICH WILL ASSIST HIM IN OVERCOMING OBSTACLES THAT HE MAY ENCOUNTER.</p> <ol style="list-style-type: none"> <li>1. Prepare a "True-False" test of statements listing the factors that influence promotion. Include in the statements some of the factors that might cause discharge. Have the students score their answers against a key and provide for discussion in class of the results.</li> </ol>	<p><i>Living Your Life</i>, Crawford, Cooley and Trillingham, Chapter 10, "Vocation".</p> <p><i>How to Get and Hold the Job You Want</i>, Larison, Chapters 2, 10.</p>

## XI. Loss of Job and Job Attitudes

THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED A GENERALIZATION THAT HE MUST CONFORM TO CERTAIN STANDARDS OF DEPARTMENT AND BEHAVIOR IN ORDER TO MEET THE NEEDS OF HIS JOB.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED THE ABILITY TO EVALUATE HIS PERFORMANCE BOTH IN HIS SCHOOL WORK AND IN JOB EXPERIENCE.	THE STUDENT SHOULD SHOW THAT HE HAS ACQUIRED AN ATTITUDE OF SOCIAL COMPETENCE WHICH WILL ASSIST HIM IN OVERCOMING OBSTACLES THAT HE MAY ENCOUNTER.
If I were to lose a job, how should I react?	1. Have each student outline what he thinks his reaction would be to discharge. They discuss this information and should gain value with respect to attitudes. They should be able to decide to whom they can go for advice and suggestion. Encourage them to appreciate that they can profit from such an experience when they obtain other jobs.	
1. How would I attempt to analyse the reasons?	2. Discuss with the class the reasons why people may be discharged from their jobs.	
2. Would I be prepared to ask the employer in what respects I have not done the job?		
3. What might be the effects of such an experience on my frame of mind? How can I overcome these effects? To whom can I look for advice and suggestion? Would this be not much better than storing it up within myself?		





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